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AUTHOR Hawley, John B.; And Others
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ABSTRACT

Articles on American higher education that appeared in 1975 and 1976 in "The Times Higher Education Supplement" (London) are analyzed in connection with two statements about American society and its economy. These statements are Joseph A. Schumpeter's 1939 analysis of business cycles, and James B. Shuman's and Davis Rosenau's 1972 description of the public mood and attitudes that reflect the climate of the times during business cycles. It is suggested that the evidence, as reported in the articles, supports the Schumpeterian thesis that the recessionary phase of the business cycle is making itself felt in higher education, and that the academic system is struggling to innovate its way back to economic health. The articles also support the Shuman/Rosenau notion that the growing conservatism of the recessionary period is affecting higher education. These conclusions are based on analysis of the contents of each news story, each of which was sorted into the broad categories of economic responses to recession, advancing conservatism, and receding liberalism, and into subcategories. Among the economic responses of American colleges and universities are cutting costs, increasing income, protectionism, and entrepreneurial activity. Within these areas narrower topics are also analyzed. The findings are presented in both narrative and numerical formats. Additionally, headlines of the 690 stories that appeared in 1975-76 are appended under the broad and narrow topical areas. (SW)

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AMERICAN HIGHER EDUCATION IN 1975 AND 1976
The Academy's Response to Continuing Kondratieff Recession

as Reported in
The Times Higher Education Supplement (London)

by

John B. Hawley
Professor of Higher Education
Southern Illinois University at Carbondale

and Graduate Students in Higher Education

John S. Epps
Ethel S. Holladay
Eleanor F. Seminara
Barbara J. Smith

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Contents

Introduction	1
Economic Responses	8
Cost Cutting	12
Increased Income	16
Protectionism	21
Entrepreneurial Activity	25
Social and Political Responses	50
Advancing Conservatism	50
Receding Liberalism	61
Summary and Discussion	67
Appendix	75

Tables

1. Numerical Distribution of 552 THES Stories in 1975 and 1976 which Showed the American Academy's Economic Response to Recession 9

2. Numerical Distribution of 138 THES Stories in 1975 and 1976 which Showed the American Academy's Social and Political Response to Recession 51

3. Aggregate Rounded Numerical and Percentage Distributions of Stories and Column Centimeters 69

December 1, 1977

Dedicated to

THE FOUNDING FELLOWS OF THE POST-DOCTORAL ACADEMY

of the

Department of Higher Education
Southern Illinois University at Carbondale

AMERICAN HIGHER EDUCATION IN 1975 AND 1976:
The Academy's Response to Continuing Kondratieff Recession[1]

as Reported in
The Times Higher Education Supplement (London)

Introduction

This is the second year all the articles about American higher education, which appeared in Great Britain's The Times Higher Education Supplement (THES) during the preceding year, have been reviewed. The first attempt was reported in August 1976 under the title American Higher Education in 1975.[2] Again in 1976, as it was in 1975, financial exigency was the topic which received most attention in THES articles about higher education in the USA. Thus, we decided to restudy the 1975 articles along with the 1976 stories in the light of two statements about American society and its economy: the late Harvard economist Joseph A. Schumpeter's 1939 analysis of business

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[1]John B. Hawley, Professor of Higher Education, Southern Illinois University, Carbondale, designed the study and prepared the final report. John S. Epps, Ethel S. Holladay, Eleanor F. Seminara, and Barbara J. Smith, graduate students in higher education, prepared annotated reports on each THES article and reviewed the final draft. Report available at SIUC Bookstore.

[2]John B. Hawley, and Dorothy R. Pleyer, Larry D. Bolles, Jennifer F. Cernozia, Richard D. Hagan, Eugene T. Haenni, Mellisa M. Henz, Manuel J. Justiz, George W. Kiefer, Carbondale, SIUC Bookstore, 1976.

cycles,[1] and James B. Shuman's and Davis Rosenau's 1972 description about the public mood and attitudes which reflect the climate of the times during business cycles.[2]

Although Schumpeter's theory of the evolution of capitalism and his analysis of business cycles appears to have produced very few Schumpeterians in the years since they appeared in the 1930s, they provide a useful framework with which to analyze the 332 stories which appeared in THES in 1975 and the 358 articles which appeared during 1976.

According to Schumpeter's postulation, recession is one phase of a four-phase business cycle (prosperity, recession, depression, and recovery). Like the other three phases, recession has certain functions to perform for the economic system. Whereas one of the functions of prosperity is to put into operation innovations which have been introduced earlier, during the recession which follows it, the new methods of production of preceding innovations are copied and improved. Existing firms adapt to them or to the impact of new commodities. Some firms expand, while, under pressure, others respond by rationalizing their technological and commercial processes.

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[1] Joseph A. Schumpeter, Business Cycles: Theoretical, Historical, and Statistical Analysis of the Capitalist Process (New York: McGraw-Hill, 1964).

[2] James B. Shuman and David Rosenau, The Kondratieff Wave (New York: World Publishing Company, 1972).

Thus, in the attempt to continue the preceding prosperity phase, or in order to avoid collapse and survive, they will try many organizational and technological innovations. These are new combinations of productive functions, reorganizations, and mergers which also provide new units of control, new principles of management, and afford new opportunities for greater efficiency to be practiced in the hope that costs can be lowered.

However, in the process, much dead wood disappears. That is, recession's task is to undertake the housecleaning chores of the economic system. Firms which can adapt themselves, innovate and prosper; others which do not do so die; and still others limp along and slide downhill. In addition, one of the consequences is that of harvesting the effects of the preceding prosperity. The result of this is that the real income of the masses of people rises and their standard of living improves, because whatever income is received will buy more and better things.

Even though Schumpeter's analysis of the business cycle ended about 1938, an extension of the cycle to 1982 gives rise to accommodating current events: the United States has been in a recessionary phase of the fourth 56-year-long Kondratieff business cycle since about 1968-69.[1]

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[1]Named after the Russian economist who discovered it about 1919, the fourth Kondratieff began with its prosperity phase, 1954-1968, which was followed by its recession, 1968-1982, and then, if the recession's functions have not been completed, by a depression, 1983-1997, which would complete the task, and then should be followed by recovery, 1998-2012.

Theoretically, the cycle should continue to about 1982-83. In his view, other institutions, such as the higher education system, have reflected economic conditions and have reacted and responded accordingly. Thus, during a Kondratieff recession, one should expect to see cuts and efficiencies of all kinds occurring in colleges and universities. At the same time, research into the situation within the system should be anticipated. Similarly, organizational and technological innovations should be looked for. Along these lines one should count upon efforts to create new "commodities," to expand into new "markets," and to insert new persons into the system who will attempt to inject innovations into it.

Although Schumpeter occasionally commented on the social climate and public moods of the various phases of business cycles, Shuman and Rosenau expanded these notions. They characterized the peak years and the periods preceding and following them and added their own analysis of the effects of the Kondratieff long-cycle on political life. They noted that during the upswing, as on the downturn, public opinion followed economic events. As the economy had gathered momentum during the upswing, the rising trend of wages, prices, and interest rates had created a feeling that prosperity would never end. The mood of the country had become confident and had felt that there were no problems that could not be solved, as long as enough money,

time, and energy were spent. As the general level of prosperity had risen, so had the level of expectations. Prosperity had bred tension.

Other prosperity-related developments included the shifting of the public mood toward economic internationalism and free-trade policies, whereas during the downturns the climate of opinion had favored tariffs and protectionism. The social and political atmosphere, too, had reflected the mood of the upswing. Liberal reforms had gained popularity and developed rapidly. It was not accidental that the issue of civil rights for Blacks first appeared in the 1850s and reappeared a hundred years later at exactly the same relative point in the upswing. Women's rights also had emerged as an issue at the same point in all four Kondratieff cycles.

Puritanical and Victorian ethical codes came under attack during upswings; society, led by the young, had begun to "swing." There had also been a shift of public morality toward more liberalism. There had been experimentation with new life styles and political and social action to make the country and the world a better place.

About ten years before the peak, according to Shuman and Rosenau, the "sea begins to boil," and what complacency there had been in American society

evaporated.[1] The momentum of the changes generated by the prosperity had created a feeling of instability and insecurity. The late upswing years were marked by strife, riots, political polarization, rebellion, generation gaps, and agitation for social and economic equality.

After the economy had moved into the downturn and recession, Americans returned home psychologically, spent by the issues of vast causes and peak-war conflicts (War of 1812, Civil War, WW I, and Vietnam War). The peak had been an emotional as well as an economic climax. After it had passed, the country seemed to have gotten something out of its system and had been ready to return to a more normal way of life. In addition, during this period there had also been a noticeable shift to political and social conservatism. Prior to the peak liberals had been presidents of the United States, who had been followed by conservatives.

Nourished by more than a decade of continuous prosperity and war, Americans moved away from the preoccupation of the war years and had begun to "have fun." During the recession in the early part of Kondratieff downturns, there had been strong interest in freedom of expression and in the pursuit of personal fulfillment. People became more absorbed in themselves than they were

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[1]Shuman and Rosenau, The Kondratieff Wave, p. vii.

before and had searched for meaning in their personal lives. Leisure-time activities gained popularity. People turned away from the cares of war and social struggles and life became less intense and more relaxed.

The country appeared to be more at peace with itself and to be at peace abroad, too. Although international troubles agitated the waters, the American people preferred to remain uninvolved. The heated politics of the recent past gradually had abated and political polarization had subsided. The gap between liberals and conservatives had shrunk. Tensions eased. Political and social liberalism receded and conservatism had advanced. Such conditions characterized the USA in 1976, and were reflected in the stories selected by the Times' correspondent for inclusion in THES. Our analysis of the higher education situation followed this process: the contents of each news story were abstracted and placed on index cards which were sorted into three great categories: I. Economic Responses to Recession, II. Advancing Conservatism, and III. Receding Liberalism. Then these were placed into sub-categories within each category. Four major classifications and several minor distributions within them were established. Generally, actions which appeared to be easiest to perform have been listed first and those which appeared to be most difficult to undertake have been listed last, with varying degrees of difficulty from easiest to hardest listed in between. Many articles mentioned more than one economic

response. These were classified either according to what appeared to be the dominant response or the novel response, if the other economic responses included in the story had been covered by other stories.

Economic Responses to Recession

More than three-fourths of the stories and the space they occupied during 1975 and 1976 reported on the economic conduct of the academy. These items, it is thought, related to the decline which the American economy experienced in 1975, an occurrence within the recessionary phase of the fourth Kondratieff business cycle. The remaining twenty percent was divided between stories which showed evidence of the academy's advancing conservatism and its receding liberalism in social, political, and academic matters. The Appendix lists all of the 690 stories individually by headline under the category in which they were placed.

The American academic system undertook four broad types of economic response to the recession: (1) it cut costs through retrenchment of various sorts; (2) it increased income in a variety of ways; (3) various elements within the system engaged in protectionism or defensive action; and (4) it engaged in many types of entrepreneurial activity. Table 1 shows the numerical distribution of the 553 stories which reported on the academy's economic conduct during these two years.

TABLE 1

NUMERICAL DISTRIBUTION OF 552 THES STORIES IN 1975 & 1976 WHICH SHOWED THE AMERICAN ACADEMY'S ECONOMIC RESPONSE TO RECESSION

	Stories		Column Centimeters			
	Number		Total		Mean	
Categories of Response	1975	1976	1975	1976	1975	1976
A. Cut Costs						
1. Plug Loopholes	1	7	13.0	142.8	13.0	20.4
2. Cut Budgets	16	2	335.0	57.0	20.9	28.5
3. Cut Research	2	5	51.0	191.8	25.5	38.4
4. Cut Personnel	5	5	64.5	87.0	12.9	17.4
5. Close Sub-units	2	4	13.0	72.9	6.5	18.2
6. Close Institutions	4	5	65.3	137.0	16.4	27.4
	30	28	541.8	688.5	18.1	24.6
B. Increase Income						
1. From Agencies	19	20	437.4	459.1	23.0	22.9
2. From Gifts	13	15	196.3	341.0	15.1	22.7
3. From Tuition	4	4	99.2	122.7	24.8	20.7
	36	39	732.9	922.8	20.4	23.7
C. Protectionism						
1. Fault Agencies	11	13	282.0	324.7	25.6	24.7
2. Collective Barg.	12	5	195.2	142.5	16.3	28.5
3. Anti-Aff. Action	5	7	144.5	147.0	28.9	21.0
4. Anti-Adm. Quotas	2	13	46.5	275.9	23.3	21.2
5. Anti-Tuit. Incr.	3	1	80.5	28.6	26.8	28.6
6. Other	0	4	-	86.0	-	21.5
	33	43	748.7	1004.7	30.4	22.8

TABLE 1--Continued

Categories of Response	Stories Number 1975	Stories Number 1976	Column Centimeters Total 1975	Column Centimeters Total 1976	Column Centimeters Mean 1975	Column Centimeters Mean 1976
D. Entrepreneurial Activity						
1. Research into Higher Education						
a. Employment	13	4	307.8	79.6	23.7	19.9
b. Enrollment	23	12	472.3	290.7	20.5	24.2
c. Res. Products	3	7	46.1	75.1	15.4	10.7
d. Faculty	3	4	64.7	86.4	21.6	21.6
e. Minorities	9	2	224.9	129.3	24.9	64.7
f. Social Class	5	3	332.6	115.1	66.5	38.4
g. Students	8	3	170.2	55.0	21.8	18.3
h. Other	4	1	73.5	22.4	18.2	22.4
	68	36	1692.1	853.6	24.8	23.7
2. Taylorization of Work						
a. Accountability	11	2	327.2	72.1	29.7	36.1
b. In Testing	3	7	74.6	219.9	24.9	31.4
c. In Practices	5	13	75.6	173.3	15.1	13.3
d. In Programs	9	10	260.8	274.2	28.9	27.4
	28	32	738.2	739.5	26.4	23.1
3. Organizational Changes						
a. New Persons						
1) Entrepreneurs	11	8	148.3	169.1	13.5	21.1
2) Producers	7	12	66.2	127.1	9.5	10.6
	18	20	214.5	296.2	11.9	14.8
b. New Enterprises						
1) Endowed Chairs	0	5	-	29.0	-	5.8
2) Courses	3	8	45.0	92.8	15.0	11.6
3) Res. Projects	0	11	-	152.3	-	13.8
4) Pgms/Degrees	18	18	268.9	465.7	14.9	25.9
5) Mergers/Reorg.	4	11	141.9	209.5	35.5	26.4
6) Colleges	13	13	300.9	199.4	23.1	15.3
	38	66	756.7	1148.7	19.9	17.4

TABLE 1--Continued

Categories of Response	Stories Number 1975	Stories Number 1976	Column Centimeters Total 1975	Column Centimeters Total 1976	Column Centimeters Mean 1975	Column Centimeters Mean 1976
c. New Markets	16	17	286.9	321.1	17.9	18.0
	16	17	286.9	321.1	17.9	18.0
3. Technological Changes	2	6	26.1	159.9	13.1	26.7
	2	6	26.1	159.9	13.1	26.7
Total Entrepreneurial	170	173	3714.5	3519.0	21.8	19.9
Table Total	269	283	5737.9	6135.6	21.3	21.6

Cost Cutting

During the past two years, American higher education appears to have tried six basic ways to cut costs. Listed in the order of easiest to most difficult to accomplish, they are: (1) Loopholes were plugged throughout the system; (2) budgets and pay were cut and salaries frozen; (3) cuts in research funding were considered; (4) personnel were fired; (5) sub-units such as departments and programs were closed; (6) and, finally, institutions, such as colleges were closed.

Plugged Loopholes.--Funding agencies outside the academic system were the ones which were reported to have "plugged loopholes." Guaranteed student loans were of concern to President Ford's budget writers who proposed a politically unpopular cut of $600 million from the program. Withal the federal Department of Health, Education, and Welfare (HEW) published new regulations in order to reduce the heavy losses caused by student defaulters, to increase the efficiency of the program, and to eliminate fraud by both lenders and borrowers. Moreover, two of California's largest banks were reported to have pulled out of the student loan business and several others announced they would cut down the funds available for student loans.

HEW also prepared legislation to phase out, over four years, the program which pays social security to students. This program averaged almost $100 million a month in

1975. Too, there was a bill before Congress to restrict the availability of food stamps to college students who have dependents to support. It was reported that as many as 13 percent of the students in urban universities were receiving this form of aid. Finally, the federal Internal Revenue Service considered taxing the scholarships college students, who are offspring of college teachers, receive. Naturally, the teachers resisted this change since to some of them it was worth as much as $5,000 a year. There was only one story about plugging loopholes in 1975.

Budget Cuts.--The reverse was the case for this class of retrenchment activities. Sixteen stories appeared in 1975, whereas there were only two in 1976. However, a major story reported that a national survey found that 86 percent of all private colleges were in financial difficulties, and the most vulnerable were: the religiously-affiliated, the single-sex, the small, the black, and the New England colleges. Community colleges in urban areas were the least threatened, while single-sex colleges were the most menaced by financial exigency. The other 1976 item in this category had the headline, "Politicians Fiddle as City University Burns." It was an editorial piece which criticized the city fathers of New York during the period when the university (CUNY) faced a $55 million cut in its budget. We felt a little uncomfortable by the particular piece since we thought that it was not appropriate for a reporter to editorialize, although he

might legitimately have reported criticism of New York City politicians from other sources.

Private and public colleges and universities took budget cuts as did foundations and state and municipal governments.

Research Cuts.--The 1976 stories in this category were not so much about actual cuts in research, except for the Canadian freeze on research funds, which really was a cut when inflation was taken into account. Rather, the fear was expressed that future cuts may be in the offing and that the USA's lead in science might thereby be threatened. Substance was given to this view when cuts were reported in the number of scientists engaged in research and development and in the number of doctorates awarded in science and engineering. Moreover, it was forecast that, even with the cuts, by 1980 graduate schools would be awarding 50 percent more Ph.D. degrees than would be needed. The National Board of Graduate Education called for graduate schools to cut out superfluous research and to get away from the "monolithic system modelled on a Harvard or Berkeley pattern."

In 1975 all three stories in this class were related to the excessive number of doctoral graduates and doctoral programs although it was reported in 1976 that overall research spending was up 13 percent in 1975 from 1974.

Personnel Cuts.--The number of faculty members fired appeared to be more numerous in 1976 than in 1975. In the

East, two large publicly controlled universities, CUNY and Rutgers, let large numbers go, while the smaller Roman Catholic University of San Francisco gave notice to more than a hundred. It was reported that the University of California system "wondered" whether or not Governor Jerry Brown would increase its budget; if not, it was expected that there would be a reduction in the number of students enrolled because the extra staff needed to teach them would not be available. To help in its retrenchment, prestigious Stanford University cut early retirement age to 58 for faculty members with fifteen or more years of service.

Sub-units Closed.--Three private institutions were reported to have closed courses, departments, and programs during the past two years. Stanford was cited four times as an example as it closed portions of its organization in order to slice ten million dollars from operating costs: its West German center which served 600 students a year, its printing division, and its courses in architecture. Columbia University closed its Harlem education program, and tiny Rockefeller University in New York cut the philosophy department from its structure.

Institutions Closed.--In 1975 it was reported that 77 private [illegible] and four-year colleges had been closed as a result of the recession. In 1976 it appeared to be the publicly-controlled institutions which faced the threat of closure. CUNY closed one of its nine four-year colleges

and another became a two-year college. The American Association of Community and Junior Colleges' annual meeting was warned that the growth in the 1200 two-year institutions was slowing as a result of financial exigency. Two privately-controlled institutions were reported as having gone under: Alaska Methodist University and little Colegio Cesar Chavez in Oregon.

Increased Income

In order to swell their revenue during this recessionary period, three traditional routes were taken by colleges and universities during the past two years: (1) They put political pressure on funding agencies; (2) they raised philanthropic funds; and (3) they raised tuition fees.

From Funding Agencies.--The largest group of stories in both years was in this category. Thus, one would gain the impression that the largest and most important sources of income were the state and federal governments. Political sensitivity to constituency pressures was expressed in a number of ways by the Congress: (1) The Education Committee voted more money than President Ford wanted to spend; (2) there was anxiety in the House over delay in passage of the Omnibus Higher Education Act which would have had serious effects on vocational education programs if it went on too long; (3) benefits of the

GI bill were extended to 45 months and included an eight percent cost-of-living increase; (4) it agreed to make up the shortage and approved extra funding for Basic Educational Opportunity Grants (BEOGs) and student loan funds; and (5) the Senate increased aid to medical and dental students who promised to practice in medically understaffed areas. In the same vein, HEW funded graduate and professional fellowships for American Indians, grants for students in bilingual education programs, for "developing" colleges, for establishing six new public television stations, and provided additional support for 37 existing stations operated by universities and local boards of education. The National Science Foundation reported that it would spend eight percent more in 1976 than the previous year, and that, with the continuing rate of inflation, the real increase in funds for scientific research would be cut to only two percent.

The Supreme Court ruled that states could aid urch-related colleges without breaking the law on paration of church and state. This ruling paved the y for survival of a number of small church-affiliated titutions which were in serious financial difficulties. this note, the executive director of the American sociation of State Colleges and Universities expressed e view that publicly controlled institutions deserved riority in the receipt of public funds and that private

institutions should look more towards voluntary philanthropic support.

Recognizing the importance of lobbying in Congress, the formation of three new lobbies was reported: (1) student leaders of fifteen black colleges launched the National Black Schools Association; (2) students from a number of private colleges organized the Coalition of Independent College and University Students; and (3) 300 small liberal arts college presidents or their representatives organized the National Association of Independent Colleges and Universities.

For the second year the State of Alaska had spent most on higher education as a result of the oil pipe-line boom. On another end of a pipeline, it was reported that the Lebanese Government had saved the American University of Beirut (AUB) from bankruptcy by providing an emergency loan of $8 million, which permitted the university to reopen in January, 1976, after having been closed for the fall, 1975, term. As usual, the United States Government provided AUB with an annual grant of $4.5 million.

A report of the Carnegie Foundation for the Advancement of Teaching praised the fifty states for their support of higher education. State financial support had risen constantly over the years, although federal government support had risen even faster.

From Gifts.--Private fund-raising appeared to be the next most popular source of increased income both years through a variety of activities: annual fund drives, foundation support, corporation grants, and going into business for themselves. In 1975 there were also a number of stories about the accession of private collections of papers and literary works.

A successful fund drive turned Georgetown's $1.8 million deficit in 1969 into a healthy surplus in 1976; New York University began a $11 .llion drive; Johns Hopkins had raised almost $100 million; Harvard and Columbia jointly appealed for $8 million in order to continue training people who would be competent in Soviet affairs; and the University of Nevada-Las Vegas awarded Frank Sinatra an honorary Doctor of Humane Letters degree for his efforts in helping to raise $500,000 for scholarships.

The Ford Foundation supported three relatively esoteric interests: a $350,000 second-year grant to Howard University for the study of black Americans in higher education; almost $500,000 to support small literary magazines over the next four years; and $600,000 to support theatrical companies who produce new American plays over the next three years.

A study of 800 large corporations' philanthropy to the arts revealed that 92 percent of them gave to

culture and art in 1974, compared to only 79 percent in 1972. Museums and non-commercial public television were the main beneficiaries. Altogether, these firms gave almost a half billion dollars to philanthropic causes in 1974. Ninety-one banks gave substantial amounts to American colleges and universities in 1975 to support scholarships, fellowships, educational loans, capital and operating budgets, libraries, and endowments.

Some California higher educationists "went into business" in 1976: The University of California at Davis was given permission to start drilling for oil on its 4,000-acre campus, while two professors at Stanford and University of California at San Francisco assigned their proceeds from royalties for gene swap patents to fellowships and research.

The North American News correspondent investigated college and university news services and public relations offices and activities and found that, although they were expected to develop support for the institution which housed them, they generally were too small and locally oriented to be able to attract much attention.

From Tuition Increases.--Four stories each year reported efforts to increase tuition at CUNY. In 1975 CUNY was urged to end its free tuition policy and practice; in 1976 she did so.

Protectionism

Five kinds of defensive or protectionist behavior were engaged in by various elements of the academic world during 1975 and 1976: (1) entrepreneurs, executives, and managers criticized external funding agencies; (2) producers engaged in collective bargaining, unionization, strikes, and legal action to protect their jobs; (3) producers engaged in criticism of and action against affirmative action in hiring practices; (4) a wide variety of complainants criticized or took action against race and sex quotas in student admissions; and (5) consumers rebelled against tuition increases.

Criticism of Funding Agencies.--Eight of the eleven items in this category in 1975 and eleven of the thirteen items in 1976 faulted various federal government funding agencies for a wide variety of strictures: for the excessive cost of administering both federally mandated social programs and other projects, for the "waste paper chase" and "extra burden" of bureaucracy which government-funded programs entailed, the "complexity" and "nuisance" of federal regulations, the "strings" attached to government grants, the "loss of autonomy," the "unwarranted interference" in academic decisions, and federal "control" which came with federal funding.

Thirty-eight evangelical colleges formed the Christian College Coalition because of their concern for

the increasing amount of "government control" of denominational colleges which receive state financial aid. One professor instituted a legal suit for libel against Senator William Proxmire for having been designated to receive the "Golden Fleece of the Month Award."

Collective Bargaining.--In 1975 there were more than twice as many reports of activities in this category than in 1976. In 1975 tenure was reported under attack and the American Association of University Professors (AAUP) warned of fresh attacks to come. One of its chapters, the bargaining unit of a large liberal arts college in New Jersey, won its strike on the issue. Teaching assistants at the University of Michigan also won their strike for higher pay during that year. All three bargaining agents (AFT, AAUP, NEA) were reported as active in organizing unions during the year. In 1976 there were no reports of strikes but rise in unionism was forecast and was predicted to be a future source of conflict in the academic system. In the fall semester, the bargaining agents for the 12,000 CUNY teachers filed a law suit against the city's board of higher education to stop the firing of 1,100 of their number for reasons of financial exigency.

Action against Affirmative Action in Employment.--The number of criticisms and attacks against both race and sex affirmative action in employment grew from 1975

to 1976 and job quotas for minorities were under continuing attack.

Action against Sex and Race Quotas in Admissions.--Reports of attacks on race and sex quotas in student admissions increased more than six times from 1975 to 1976. The courts were active against racial quotas in admissions. In January, 1976, HEW was reported to have gone to court against the State of Maryland for its failure to present desegregation plans for its colleges and universities. However, in March it was reported that the federal judge had blocked HEW's attempts to cut off federal funds from Maryland for its lack of compliance. A California court ruled that the University of California must end its quota system for blacks in medical education; an Iowa court ruled that Grinnell College must abolish its special admissions committee for blacks. Georgetown University was ruled against in a discrimination case instituted by a white male, law student. A New York court ruled that CUNY had practiced "intentional racial discrimination" to increase the number of blacks and Puerto Ricans in biomedical training programs against nineteen whites and Orientals who were deemed qualified for the program. It was also reported that many medical schools are refusing to use quota systems for minority students.

It was also reported that because the law does not allow complainants to bring individual suits for sex

discrimination (they all must be referred to HEW which may take legal action if it believes the complaint is justified), the backlog of complaints is enormous. Thus, it appears that legal action is a long time away for many cases, and, therefore, women's groups may take the issue to the Supreme Court. It was also reported that Dartmouth College had ended its quota system for women.

Action against Tuition Increases.--Resistance to increased costs to the consumer were also reported: in 1975 medical students at George Washington University sued to block an annual $1800 rise in charges from a $3200 base. Student protests were also reported from Brandeis, Brown, and Harvard. In 1976 a statewide organization of students in Michigan and a special task force of university administrators in Illinois were formed to fight increases in tuition fees in the two states.

Other.--A controversial proposal to substitute competency and merit for seniority in working out a policy for future layoffs of teachers in the California state university and college system was rescinded after vigorous opposition from almost every side. The National Collegiate Athletic Association (NCAA) rejected proposals to limit the number of automatic athletic scholarships. Growing concern in Ontario, Canada, was reported about "student poaching" by American universities across the border as well as the

flooding of the Canadian market by American academicians who could not find jobs in the United States.

Entrepreneurial Activity

Educators have generally equated innovation with change.[1] However, Ann Heiss in her 1973 book on academic innovations defines innovation as a change that is "new for a particular institution or for particular individuals."[2] This would fit into Schumpeter's wider definition of "any 'doing of things differently' in the realm of economic life . . ."[3] At the same time he went on to clarify the term, indicating that new combinations of materials and forces of production and changes in the methods of production in supplying commodities would also include introduction of new commodities, new grades of goods, technological changes in production of things already in use, the opening up of new markets, new sources of supply of production factors, improved handling of material, "Taylorization" of work, or the increasing of efficiency in the organization, new forms of organization, such as mergers, consolidations, reorganizations, and monopolies, the establishing of new

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[1] "Change or innovation is a topic constantly discussed in the educational world." J. Victor Baldridge and Terrence E. Deal, Managing Change in Educational Organizations (Berkeley, Calif.: McCuthchan Publishing Corp., 1975), p. 1.

[2] Ann Heiss, An Inventory of Academic Innovation and Reform (New York: McGraw-Hill Book Company, 1973), p. viii.

[3] Schumpeter, Business Cycles, 1964, p. 59.

business organizations to sell and distribute products, and generally opening up of new economic space.[1] The entrepreneur was the person who was responsible for actually getting the innovation into operation and into production, but not necessarily the inventor. The enterprise was the organization which innovated. He divided the economic effects of innovations into a factor-using period of gestation of the innovation which occurs during the prosperity period of the cycle and an output-increasing period of operation of the innovation which happens during the recession.[2] He characterized the whole as entrepreneurial activity.

Schumpeter believed that most innovations have resulted from some conquest in the realm of practical or theoretical knowledge. Many innovations involved the construction of new plant and equipment or the rebuilding of the old. He found that practically all new plant and much replacement had contained some innovation or responded to situations which were traceable to some innovation. Every innovation was embodied in a new firm founded for that purpose and that this fact was one of the decisive influences

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[1] Ibid., pp. 59 and 62. Taylorization began the era of the efficiency expert which Frederick Winslow Taylor (1856-1915) initiated in 1881; and Joseph A. Schumpeter, The Theory of Economic Development (Cambridge: Harvard University Press, 1961), pp. 65-66.

[2] Oscar Lange, "A Note on Innovations," The Review of Economic Statistics (November, 1941), 23.

which started the prosperity phases of business cycles. Finally, he believed that innovations were always associated with the rise to leadership of new persons. In his view, this was one of the fundamental truths of the sociology of industrial society. It explained why new production functions did not typically grow out of old businesses, unless a new person took hold of the old firm. It also explained the way the insertion of innovations into the economic system proceeded by competing old firms out of existence or by enforcing their transformation. He found that giant corporations were often but shells within which ever-changing personnel may go from innovation to innovation.[1]

Reports of entrepreneurial activities during 1975 and 1976 divided into two sections: research into the situation within the academic system and innovations.

Research into Higher Education

There were almost twice as many reports of research into the higher education condition in 1975 as there were in 1976. These were separated into eight groups: employment, enrollment, research products, faculty, minorities, social class, students, and other.

Employment.--In 1975 there were more than three times the number of stories about the employment situation than

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[1]Schumpeter, Business Cycles, 1964, pp. 66-70.

there were in 1976. In 1975 the job outlook was reported as "tight," and the "worse since the 1930s," and that job hunting had become a full-time occupation for the unemployed college graduate. Graduates in the liberal arts, history in particular, and science doctorates were hit the worst. The year 1976 was a different story, albeit brief: college graduates were reported as having a boom-time in the job market.

Enrollment.--Although a drop in undergraduate enrollment was reported during the 1974-75 academic year, fall, 1975, enrollments were reported to be at a record high despite the recession. In fact, headlines proclaimed that "recession fills the halls," that "two-year colleges grow most," that "enrollment rise with emphasis on 'job' courses," that a "record number of adults enroll," and that "record enrollments confound doom and gloom forecast." Finally, however, there was forecast a "massive drop in enrollments after 1980."

As one would expect, in 1976 the least expensive community colleges were reported to be growing the fastest, that more and more people were choosing to live at home where urban colleges offered lower tuition rates as well as part-time courses, and that less costly public colleges were gaining popularity among the brightest students who formerly were more likely to attend private institutions.

Nevertheless, enrollments in history, foreign languages, and the liberal arts core of the first two-year general education program continued to decline in 1976.

A report of the U.S. General Accounting Office in 1976 bemoaned the fact that attrition rates for the national military service academies had reached record levels: Air Force and Coast Guard, 46 percent each; Naval, 39 percent; Merchant Marine, 38 percent; Army, 36 percent. It was also reported that high dropout rates increased the costs of those institutions since they created unused space and space capacity. In 1974 the average cost of educating an Air Force cadet rose to $16,100, to $12,800 for each Army cadet, and to $9,200 for each Navy cadet.

Research Products.--Three stories in 1975 and seven in 1976 were placed in this category. Four were in the basic sciences: (1) two Florida State scientists discovered a new chemical element which is twenty-five times heavier than the heaviest known element; (2) a Case Western Reserve geologist received the bones of a three-million-year-old female skeleton from Ethiopia for study; (3) two University of Chicago physicists produced the first motion pictures of the actions of single atoms; (4) two mathematicians at the University of Illinois proved a simple proposition which had been puzzling

mathematicians for more than hundred years: four is the maximum number of different colors needed on any map of countries with contiguous boundaries so that no two adjacent countries are similarly colored.

Four were in the applied sciences: at Ohio State University they found that psychotic patients can be helped to recover by being given dogs to look after, that people seldom panic and run away from disasters, and a once-a-year anti-fertility immumization. A neuroscience team at the University of California, San Diego, found that poor children have stunted brains from the effect of malnutrition.

A professor of English at The University of Chicago found that American teachers prefer wordy convoluted sentences to short, sharp English. The University of Texas Press published an English translation of Davy Crockett's diary which revealed that the legendary frontiersman did not die at the Alamo.

Faculty.--Both years there were reports of the Ladd and Lipset findings that faculty members were traditionally "left-wing" in their massive national surveys which were conducted in 1969 and 1972. Lipset also predicted the academic profession would become a "gerontocracy" by 1980. In 1975 it was reported that since faculty salary increases had failed to meet the rise in the cost of living, their real value had fallen by 4.2 percent. In 1976 it was

reported for the third year in a row that inflation had increased faster than the academics' pay and fringe benefits. However, it was pointed out that the gap between them was much less than the year before and that progress had been made in the equalization of salaries of men and women.

Minorities.--There were nine stories in this group in 1975 compared to two in 1976. Stories about women received the most attention: women's colleges were found to have a higher number of applications and enrollments, to be excellent preparation for doctoral students, and to provide escape from male pressures. A world-wide study published in 1976 indicated that women were catching up with men in their educational levels but that they still have a long way to go, and that at the doctoral level the gap between men and women is closing. Finally, it was reported that women's studies were winning their fight for respectability.

In 1975 four articles reported that enrollment among blacks was higher than the previous year but that the number of dropouts among blacks was also increasing, and that black literature was thriving. There were no reports about blacks in higher education in 1976.

Social Class.--Four lengthy articles in 1975 discussed the important influence of social class on higher education and American society. Peter Scott,

editor of THES, wrote that education in America had failed to remove class barriers. French sociologist Alain Touraine pointed out also that much inequality of opportunity remained in American mass higher education. A report about the declining job market for college graduates predicted that there would be class conflict in the United States if the situation continued until the late 1970s.

In 1976 the College Entrance Examination Board noted that it was the middle class which bore the brunt of climbing costs in higher education. The American Association of State Colleges and Universities reported that the rising cost of higher education made it a service to be afforded only by the better-off. The Carnegie Foundation for the Advancement of Teaching in one of its reports concluded that the burden for the family per student enrolled had gone down in real terms since 1929. That is, while the cost of tuition had gone up, it had increased much less than the per capita real income, because many costs were now funded by social security benefits and grants from state and federal governments.

Students.--More than twice as many stories about students were printed in 1975 than in 1976: one story reviewed a recent study of graduate students which indicated that they had become disillusioned with their teachers. Another reported that undergraduate students were turning toward self-development, vocational subjects, and job

security, that freshmen were decidedly more conservative and apolitical than their predecessors were a generation ago. Still another reported that 42 percent of all students received financial aid from their parents. A Gallup Poll found, however, that college students' attitudes changed from their freshman to their senior years, that is, they moved leftward over the four years. Peter Scott, editor of THES, highly recommended Scott C. Wren's book, The College Student and Higher Education Policy, as a useful summary of the main findings and recommendations of the 1967-73 Carnegie Commission reports.

Other.--Eight stories did not appear to fit into any of the above categories. They reported that the University of Michigan was rated number one in professional fields, that Jews had acquired the most education, that campus book stores were losing money, that capital fund giving had dropped in 1975, and that a number of universities had their own museums.

Innovations

There were three types of innovations: Taylorization of work which were attempts to increase efficiency of organizations and production, organizational changes, and technological changes.

Taylorization of Work

There were four paths along which various elements of the academic system travelled to increase their efficiency with the hope of reducing costs and increasing productivity: (1) they heard and heeded demands for accountability; (2) they undertook efforts to improve standardized testing; (3) they made improvements in specific practices and procedures; and (4) they improved programs and systems.

Demand Accountability.--On August 8, 1975, Angela Stent wrote a piece under the heading, "Colleges try to conquer financial crisis," in which she surveyed the various ways which colleges, "whose costs were going up faster than most other costs," were trying to cut them. She pointed out that higher education is labor intensive and that, unlike other industries, it cannot substitute capital for labor to any great extent in order to reduce costs. Consequently, efforts to increase productivity, to cut labor and other costs, and to introduce efficiencies of all kinds were being widely undertaken. In addition, she reported that 270 colleges had formed a consortium and launched a short-term investment fund which at that time was managing $25 million in short-term investments for thirteen colleges. Four stories in this category also showed how CUNY, the hardest hit higher education system in the country, introduced a package of

survival plans which included many different ways it planned to cope with the situation. Five articles also noted that academic research and research agencies were getting their share of criticism for being wasteful, "sinking libraries with non-knowledge," proliferating research journals, and using questionable methods.

The North American News correspondent Michael Binyon, in his Review of the Year (which we hope will be a continuing annual feature), under the headline, "North America: Loud calls to stand be accountable," wrote that "Accountability is probably the best word to sum up the over-riding concern of American higher education in 1976." He reviewed the legal, pedagogic, and financial demands for accountability which legislators, teachers, and students had placed on the system in recent years, and the strenuous efforts which colleges and universities had made in 1976 to defend themselves and, in many cases, to meet the demands. Two important staff members of the House of Representatives' Committee on Education told the annual meeting of the American Educational Research Association that educational research lacked influence in the Congress because its reports were too long, lacked color, were full of jargon, and were poorly presented. Congressmen, they said, were too busy to wade through educational research reports, and educators were the least effective

witnesses before Congressional committees. Senator William Proxmire complained that government funds were wasted when it spent nearly a half million dollars to find out what made rats, monkeys, and humans clench their jaws and bite.

Improved Standardized Testing.--In 1975 three reports indicated that high school students' scores on standardized entrance examinations had declined, that aptitude test scores (SATs) had reached an all time low, and that a national commission had been established to study the situation. In 1976 it was again reported that SATs had declined slightly from the year before. However, the director of the National Institute of Education and the administrator of the National Center for Educational Statistics pointed out that the scores had bottomed out, had begun to level off, and that they were still higher than they had been twenty-five years before.

In addition, in 1976 we find college entrance examinations beginning to require long essay answers to questions. Finally, the topic of testing appeared to be of such importance to the THES North American News correspondent that he conducted a study of his own which he reported in a series of three articles. In these he presented the economic importance of the testing industry and the efforts which were being made to improve the tests and to overcome the criticism of cultural bias against them.

Improve Specific Practices.--Just as the demands for accountability appeared to have declined from 1975 to 1976, reports of efforts to improve the efficiency of many elements of the academic system almost doubled from 1975 to 1976. A multitude of attempts were reported to find more economic ways and means to increase productivity.

Awards seem to have been popular. The University of Kentucky offered a steak dinner for the best suggestion for saving energy on campus to be received on the University's telephone "hot-line," and a Kentucky businessman gave $50,000 to the University for awards to students to encourage their improvement in English composition. In California, Stanford started awarding $500 salary increases for good teaching in the humanities and social sciences, and at Berkeley grants were given junior faculty members who shed administrative chores and committee assignments to concentrate on research. Finally, it was reported that the National Science Foundation was considering making half-time salary awards to permit senior faculty members to devote their remaining years to full-time research while younger members of the faculty would take over their teaching loads, to be paid from the salary funds thus released.

One survey found that mixed (male-female) student residences were more economical and better able to utilize space and adapt to changes in student housing trends. In

an attempt to reduce crime on campus, Cornell University employed part-time student security patrols. In order to reduce special privilege, the U.S. State Department decided to end the twenty-year-old practice of allowing Saudi and Kuwaiti students diplomatic visas. In order to combat falling enrollment and rising costs and to reduce "academic stagnation," the University of Wisconsin-Oshkosh rearranged its regular academic calendar from two seventeen-week semesters into two seven-week and one three-week sessions and its summer calendar from one eight-week period into two four-week sessions. Finally, in both 1975 and 1976, copyright laws were under discussion. They have been revised to tighten up regulations, especially those regarding photocopying, in order to provide better protection for authors and artists, and to clear up confusions which have arisen over the years.

Improve Programs and Systems.--Almost three times as many attempts to improve entire programs and systems of operation were reported in 1976 as in 1975. In 1975 there were reports of efforts to cut the cost of labor by extending the waiting time for tenure of junior faculty members, by investigating faculty work loads, and by improving the teaching of undergraduates. In 1976 it was reported that the University of California had requested funds to ease its staff-student ratio but that, to its embarrassment, a survey found that there was a decline in the number of

hours professors spent in front of their classes. The reduction was in time spent with freshmen and sophomores. The American Association of University Professors began a two-year study of the employment of part-time teachers in colleges and universities to determine whether they were being used as a routine administrative ploy to cut labor costs or for special purposes.

Inasmuch as the peer-review system was under attack, the Council of Graduate Schools and the National Science Foundation combined forces to undertake a two-year study of how graduate programs were being evaluated within a representative group of universities and academic departments with the hope that a number of different ways of assessment would be found to be appropriate in the future.

A lengthy report on the "back-to-basics" movement in higher education in December, 1976, cited three major examples of this sort of development: Harvard's Rosovsky report on general education (Dr. Henry Rosovsky, Dean of the College), Stanford's Committee on Reform and Renewal of Liberal Education, and California's State University at San Diego's recent reform of its general education program.

In an effort to make sure it was accepting only the cream of the crop, the University of California established a special committee to look at admissions policies

at eight of its nine campuses to determine whether or not changes in practices were needed.

The United Methodist Church which spends $30 million a year in support of 106 colleges was reported to be reviewing its relationships with them to see if something should be done about the smaller, less viable, less distinguished institutions which were not able to support themselves.

Two rays of sunshine appeared in 1976. Harvard University had a $900,000 surplus for the year 1975-76 compared to a $1.6 million deficit the year before. In addition to the lessening inflation, the increasing effectiveness of strong management in its faculties of art and sciences was credited for the good showing. As reported earlier, Georgetown University also turned a $1.8 million 1969 deficit into a healthy surplus in 1976 as the result of staunch fiscal controls on spending and increased fund raising of many kinds.

Organizational Changes

Two major divisions of organizational changes were identified: new persons and new enterprises. Under the rubric of new persons there were entrepreneurs and producers.

New Persons

Entrepreneurs.--Two types of entrepreneurs are found in the news reports: heads of educational institutions and educational executives appointed by the President of the United States.

In 1975 there were eight stories about presidents of colleges and universities and their problems: Prestigious California, Chicago, and New York universities found new heads, while the presidents at Antioch, Brown, and Texas were reported to be controversial. In the cases of Antioch and Brown, they resigned; at Texas the appointment created a furor among faculty and students. In 1976 the provost of illustrious Johns Hopkins, our first graduate university, was appointed to be the fifth director of the esteemed Institute for Advanced Study at Princeton. Two studies of campus presidents were reported in 1976: one found that there had been a thirteen percent turnover during the previous year and the other painted a picture of the average president's daily life. As one would have expected, their two main occupations were found to be with administrative matters and public relations.

In 1975 President Ford appointed a new cabinet secretary for HEW and re-established the White House Office of Science and Technology which the Nixon Administration had abolished in 1973.

In 1976 the director of the National Science Foundation was appointed head of the Office, indicating that the political status of science had been restored. The article also pointed out that a shift in the government's attitude had occurred, away from short-term solutions to specific issues back to the more conventional long-term basic research programs.

A November, 1975, piece reported that President Ford had appointed an advisor to keep him abreast of developments in higher education; in October, 1976, it was reported that the aide had resigned. In May, 1976, it was reported that the U.S. Commissioner of Education had resigned his $37,800 a year job for a $48,600 a year post as Commissioner of Higher Education for the State of Utah. In October the new U.S. Commissioner of Education was appointed who was Spanish speaking and thus indicated a renewed interest by the federal government in bilingual education.

Producers.--In both years, stories which reported changes of visiting lectureships in social and political sciences were in the majority, with the humanities close behind and the hard sciences trailing.

New Enterprises

Within the class of innovations labelled new enterprises, there were six categories: endowed chairs,

courses, research projects, programs and degrees, mergers, consortia, and reorganizations, and institutions, such as colleges and universities or their equivalents.

Endowed Chairs.--In 1976 Australia, Canada, a Japanese corporation, Saudia Arabia, and an American corporation established endowed chairs at Harvard, Yale, MIT, USC, and St. Louis University. Endowments ranged from $600,000 to one million dollars. The Australian and Canadian contributions were called bicentennial gifts. No new endowed chairs were reported in 1975.

Courses.--All three new courses mentioned in 1975 were in the humanities, including the report that the University of California at Berkeley had reintroduced a remedial English course into its curriculum.

In 1976 seven stories about new courses were printed: two again reported on the fact that many universities had recently created or reintroduced courses in "bonehead English;" two new American studies courses on "The LBJ Years," and "Dallas, November 22, 1976" were reported to attempt to re-create those memorable recent times; two new law-related courses were expected to help teachers learn what legal rights children have and to teach private security guards their roles; finally, one course claimed to be the first in the world to introduce the ancient Indian art of Silambam fencing as an undergraduate sport.

One short piece mentioned the 1974 ERIC/Higher Education Research Report by Leslie and Miller, Higher Education and the Steady State, which indicated that American universities were becoming more like businesses in their attempts to respond to recession by developing new educational products and by seeking new markets in a "highly volatile marketplace."

Research Projects.--In 1976 stories about new research projects were about equally divided between humanities and scientific projects. The Rockefeller Foundation offered $10-$15,000 humanistic awards for investigations on "the contemporary experience and its dilemmas as well as long-range, perennial, and universal human concerns." Chicago, Cornell and Maryland, Rutgers, Wisconsin, and Yale all received grants for new humanities research.

Private Norwegian interests established the Norwegian-American fund for "Marshal Scholarships" in memory of the Post-World-War II Marshall Aid Program as a bicentennial gift. Chicago, Connecticut, Harvard, Stanford, and Temple all began a wide variety of scientific research from the construction of the controversial gene (DNA) research laboratories at Cambridge, to the translation of Soviet works on computer theory, to learning how a gorilla learns, how people talk, and the extent of injuries to high school athletes. There were

no reports of new research projects in 1975.

Programs and Degrees.--This category was the second largest in that there were thirty-six stories in it for the two years. New degree programs at all levels were launched: the doctorate of arts in teaching was gaining support; NYU offered a new B.A. degree for dentists and M.A.'s for journalists and archivists; Chicago's Roosevelt University began an external B.A. degree in political science; the popularity of earning a bachelor's degree in three years was growing as was the practice of offering degree work in weekend sessions for part-time students. Innovative courses in the professions were widespread: CUNY and NYU jointly offered work in ghetto law; Chicago and Rochester each began major new developments in their medical training programs; Pennsylvania developed a new training program for the handicapped to become dental assistants. The articulation of the "two cultures," the arts and sciences, was reported from MIT and San Francisco State, and was the recipient of a major humanities grant. Exchanges and link-ups were noted: continuation of the U.S.-Soviet exchange program was announced; the University of Texas and Oxford developed a link in geography; Quebec became a foreign base for Dartmouth; and Wheaton College, Massachusetts, and Georgia Tech joined hands in a five-year

dual liberal arts-engineering-management-computer science-health degrees experiment. San Diego State "modularized" its mathematics instruction to prevent the decline in mathematics skills; academic work by television, newspapers, and the "personalized system of instruction" all were reported to have received strong support. Illinois inaugurated a reading center to combat campus illiteracy. Weekend and vacation schools were gaining interest among alumni and families. ROTC was reported to be making a comeback and was being re-established in many institutions.

Mergers, Consortia, Reorganizations.--In 1975 there were only four reports of new combinations, such as reorganizations, consortia and mergers. Three of those had to do with connections which were made to cash in on the oil-rich Middle East countries' needs for higher education. In 1976 eleven stories told the tale of many reorganizations and new combinations, with no particular type dominant. Two states were concerned with reorganization; in the case of Massachusetts, the issue became highly political and controversial; the nineteen institutions making up the California state-university-and-college system established their first permanent headquarters at Long Beach in southern California.

The largest city system in the country, CUNY, in its efforts to retrench, merged four colleges into two. The University of Cincinnati, Ohio, lost its fight to

remain a city university and was absorbed into the Ohio State System. Tiny Aspen Institute for Humanistic Studies turned its headquarters over to Denver University to operate. Three North Carolina universities (Duke, UNC, and NC State) established the National Humanities Center to integrate the natural sciences, social sciences, and humanities, with major industrial support. Two California universities, private Stanford and public Berkeley, merged their eight million volume research libraries. Harvard and Radcliffe merged their admissions and financial aid offices. Finally, a long article by John Hicks, Education Officer for the County of Avon, England, noted that there were clear parallels between the roles served by American community colleges and British technical colleges and that the combination of functions and services that occurred in American community colleges over the years might well be emulated in Great Britain.

Colleges.--Thirteen stories each year were published about the establishment of new college-level production units, or their equivalent. Both years it was reported that John Birch University was to be started in California in 1979. In 1975 Yale launched its rival to the Harvard Business School; a new college was established for women in New York with space rented from defunct Finch College. The University of California, Irvine, established a national school of literary criticism; a national center for the humanities was planned

by the American Academy of Arts and Sciences, and an international center for research and training in rehabilitation and special education was established at Michigan State University. In December, 1976, construction began on the disputed genetics (DNA) research laboratories at Harvard.

In 1976 the State of Pennsylvania was planning to establish ten more community "colleges without walls." Smaller units of several kinds were also planned or established then, such as a consumer affairs research unit at the University of California, Davis, and a small-business research and development office at California State Polytechnic University. An international Browning Society was inaugurated at Baylor University (Texas) and the College English Association established a management consultancy for English professors who will advise colleges and universities on how to operate writing centers.

The Law of the Sea Institute moved from the University of Rhode Island to the University of Hawaii at Mahoa. The two-million dollar Hartford Theological Seminary Foundation theology library moved to Emory University in Georgia. Stanford University planned to build a new $20 million library.

Finally, undergraduates at Harvard set up a publishing company to give young editors and writers a practical introduction to publishing, and Stanford

undergraduates bought a three-year-old race horse in order to "win enough money to pay for their college education." However, they had to sell the horse because a race track strike prevented them from racing the horse and they could not afford to keep her until the strike ended.

New Markets

Thirty-three stories were reported of varied institutional efforts to find new students. Five categories of new "markets" among traditional and non-traditional students were noted: the older student (elderly, mature, pensioners, senior citizens), students from other countries (Germany, Iran, Vietnam), women, and blacks. High school and younger students were mentioned in 1975 but not in 1976; prisoners were mentioned in 1976 but not in 1975.

Technological Changes

Eight articles reported on new attempts at using technological advances in higher education. New uses of computers and the need for better computers was mentioned in both years. In 1976, however, several other technological developments were also mentioned: the hand-held calculator, the braille calculator, offering courses based on newspaper articles and television series, and the development of a portable biology laboratory.

Social and Political Responses to Recession

Just as the prosperity of the late fifties and sixties increased social and political liberalism, during the current recession, liberalism has receded and political and social conservatism has advanced. It is interesting to note that the number of stories and space occupied by economic and social and political responses to recession increased from 1975 to 1976, but that the number of stories and space of conservative responses markedly increased while the number of stories and space of liberal responses declined. Table 2 shows the numerical distribution of the 138 stories which reported the academy's social and political conduct during 1975 and 1976.

Advancing Conservatism

Seven broad types of responses were classified as evidence of conservatism: (1) lack of ethics and morals were noted in a variety of scandals and labelled "Post-Watergate Morality"; (2) there were demands for excellence and earlier "liberal" reforms were criticized for lack of standards and quality; (3) there was controversy over genetic (DNA) research; (4) vocationalism was attacked; (5) liberals within the academy were faulted; (6) communists were harassed; (7) there were other unclassified conservative actions.

TABLE 2

NUMERICAL DISTRIBUTION OF 138 THES STORIES IN 1975 & 1976 WHICH SHOWED THE AMERICAN ACADEMY'S SOCIAL AND POLITICAL RESPONSE TO RECESSION

	Stories		Column Centimeters			
	Number		Total		Mean	
Categories of Response	1975	1976	1975	1976	1975	1976
A. Conservatism						
1. Post-Watergate Morality						
a. Of Entrepreneurs	5	4	170.4	49.0	34.1	12.3
b. Of Producers	0	3	-	130.9	-	43.6
c. Of Consumers	7	10	179.5	186.9	25.6	18.7
	12	17	349.9	366.8	29.2	21.6
2. Demand for Excellence	7	10	173.8	227.9	24.8	22.8
3. DNA Res. Questioned	1	8	12.0	209.9	12.0	26.2
4. Anti-Vocationalism	1	3	27.0	114.0	27.0	38.0
5. Anti-Liberalism	2	2	68.1	41.5	34.1	20.8
6. Anti-Communism	1	3	14.5	45.0	14.5	15.0
7. Other	6	9	173.9	327.3	28.9	36.4
Total Conservatism	30	52	819.2	1332.4	27.3	25.6
B. Liberalism						
1. Demands for Equality						
a. For Women	9	3	165.5	28.3	18.4	9.4
b. For Minorities	6	2	136.0	29.1	22.7	14.6
c. For Homosexuals	1	1	5.0	9.0	5.0	9.0
	16	6	306.5	66.4	19.2	11.2
2. Anti-Conservatism	2	5	60.5	63.9	30.3	12.8
3. Anti-CIA-FBI	4	2	109.1	44.0	27.3	22.0
4. Demand for Privacy	3	2	56.5	28.2	18.8	14.1
5. Demand for Due Process	1	1	9.5	5.0	9.5	5.0
6. Other	7	7	152.3	270.6	21.8	38.7
Total Liberalism	33	23	694.4	478.1	21.0	20.8
Table 2 Total	63	75	1513.6	1810.5	24.0	24.1

Post-Watergate Morality

In both years the largest number of stories and amount of space they occupied were given to lapses in ethics and morality within the academy. All segments of the system, except trustees, were reported to have been accused of "fraud" of one sort or another.

Of Entrepreneurs.--The charges of cheating or stealing against administrators of proprietary colleges, correspondence schools, law schools, vocational schools, Stanford, Universities of California and Massachusetts, Worcester State in Massachusetts, and colleges in "five states," were for such things as misusing funds, falsely certifying that foreign students had been accepted for enrollment, not keeping proper records, violating NCAA rules, excessive use of staff in outside consulting, inaccuracy of advertising, inappropriate refund policies for dropouts, and obtaining funds for one purpose and using them for another. In one case, $621,000 was involved; in another, $150,000; and in a third, $21,488, which in some cases was to be paid back. The University of California issued orders that any administrator or faculty member who sits on a committee dealing with finance must make a full disclosure of his own personal finances.

Of Producers.--Two cases of "fraudulent" researchers were reported in 1975, none in 1976. Anxiety over the controversial link of race with intelligence continued with

less bitterness and name calling. Nonetheless, Harvard sociologist Christopher Jencks believed that the argument had become "more theological than scientific." The latest allegations charge that Sir Cyril Burt falsified evidence. The Jensen-Herrnstein-Shockley-Jencks neredity school of thought considers the charges false. Jenck's genetic ideas were criticized by Robert Wood, President of the University of Massachusetts, as being responsible for a resurgence of conservative philosophy. Even so, the current debate has not attracted the strong "conservative" and "liberal" labels which were used in earlier years.

Sociologist James Coleman who first backed up the liberals' stand favoring desegregation-by-bussing is now the opponent of court-ordered bussing. Professors Thomas Pettigrew of Harvard and Robert Green of Michigan State have charged him with "fraud," thereby attacking his research methods and conclusions and criticizing him for personal bias and for ignoring evidence that did not fit his political views. Coleman countered that their criticism was a political attempt to throw doubt on his research results and to destroy the legitimacy of his current opposition to large-city desegregation actions.

Of Consumers.--Student cheating on examinations received attention both years. The abandonment of student honor codes in colleges and universities was reported in 1976; in 1976 the West Point cheating scandal hit the headlines with seven stories. This was the "big" story, including the readmittance of the students. Other kinds of student "cheating" were also reported with regard to abuses in welfare, loan programs, veterans benefits, in plagiarism and in falsification of admissions records.

Demand for Excellence

In 1975 all of the seven criticisms of lack of quality and the demand for excellence and high standards attacked specific programs and practices within the academy; in 1976 only half of the ten articles did so, while the other half were non-specific, general, overall criticisms which called for a back-to-basics movement: Divinity schools were criticized for attempting to be all things to all men; California selection procedures at the university were being tightened; the Upward Bound program was attacked as a failure; attackers of competency-based learning programs (CBLs) complained that they were without traditional standards and practices; that empirical teacher training programs moved students farther from concepts and subject matter, and that, even so, their methodology, history, philosophy, and psychology-of-

education courses were superficial and repetitive; grade inflation and "soft marking" were also attacked, although the number of "A" grades had increased 100 percent since the mid-1960s, even though a reversal of the trend may have set in; in fact, Yale was restoring the "F" grade beginning 1976 and the University of Minnesota had reviewed all grades from 1955 to 1974 and found that currently grades were not now being awarded objectively nor equitably; finally, Lewis Mayhew, Stanford higher education professor, before a group of visiting Japanese educators, claimed that many new courses and programs came "perilously close to fraud," in the colleges' frenzied search for new markets. He cited the fact that in 1973 45 new law schools had been started by liberal arts colleges and that these schools permitted students to obtain law degrees in four years through non-traditional ways and means, i.e., independent study and evening classes, coupled with life experiences.

DNA Research Questioned

Since there were no stories reported on the subject in 1975 and nine such articles in 1976, it appeared that the Cambridge-Harvard controversy over the construction of the genetic research (DNA) laboratories had erupted suddenly. During 1976 it was also reported

that the National Institute of Health had prepared guidelines for experiments creating new forms of life and that the International Council of Scientific Unions had met to insure safety factors in such research and to provide information to the public on such research. At the end of the year, it was reported that construction had begun on the laboratories.

Anti-Vocationalism

In 1975 at its Charter Day ceremonies, the distinguished University of California President Charles Hitch declared that universities should protect themselves against the trends toward career education and political intrusion from state governments. He warned that vocationalism was rampant and threatened to impose an external mission on the university. He said that the pressure for equality of opportunity in higher education threatened to become a force for guaranteeing equality of results. Inasmuch as the University of California was charged with producing the best technologists and most humane leaders, it could not do so without establishing and maintaining standards of excellence, and selectivity in admissions, employment, and promotions.

In 1976 an article in the Harvard Educational Review was reported to brand career education as "a hollow, if not an invidious, reform." It was criticized as primarily a renewal and expansion of vocational education, which had in the past proved ineffective in solving unemployment since employment depended on the overall health of the economy. A study of the National Academy of Sciences reported that the federal government's ten-year vocational research program had had virtually no impact on the knowledge, skill, or employability of large numbers of students, and recommended that a panel of consultants should be appointed by the President of the United States to look at all aspects of vocational education, including research. NAS suggested that the U.S. Office of Education should sort out its priorities in the field of vocational education, bring a number of different research programs together, and cut the red tape in its operation.

The president of the Carnegie Corporation called for the academy to stop trying to sell higher education on its economic benefits but to appeal on the much more legitimate grounds of the development of the individual intellectually, aesthetically, and functionally.

Anti-Liberalism

In 1975 the University Centers for Rational Alternatives, formed by members of the academy to oppose radical faculty and students in the 1960s, met for its third annual conference, and its speakers declared it was essential to emphasize elements of conservatism in academia and to continue the struggle against the counter-culture and the politicization of the university. They were assured that they were no longer rowing against the stream and that recent events had proved traditionalists and conservatives to be right. It was also reported that 14-year-old experimental Franconia College in New Hampshire was under attack as an avant garde institution by the Manchester Union Leader, one of most conservative newspapers in the country, which had instituted a campaign against the funding of the college.

In 1976 it was reported that Ronald Reagan and Admiral Elmo Zumwalt had attacked the philosophy of Henry Kissinger for his adherence to the Spenglerian notions of the inevitable decline of the west in comparison to the Russians and that he had espoused a "can't win" foreign policy for the United States. Nobel Prize winner, conservative economist Milton Friedman, leading proponent of market economics and monetarist policies, was reported to have criticized liberal academic economists as schizophrenics and asserted that John

Kenneth Galbraith was confused and that, while his theories were easier for the public to understand, they had never really caught on in universities.

Anti-Communism

There was one story in 1975 and three in 1976 in the category of anti-communism: Clarement (California) Graduate School's governing board voted to withdraw the offer of employment to Ms. Angela Davis to teach a series of weekend classes on "black women and the development of the black community." However, the contract had already been signed. Following the announcement of her appointment, it was reported that alumni and other donors had threatened to cancel endowments to the School. Dr. Ernest Mandel, Belgian Marxist economist, was denied a visa to enter the United States to teach at Stanford. The Department of Defense was reported to have planned to monitor and control communist students studying technology in American universities in an effort to learn about the transfer of information to Communist countries.

Other Evidence of Conservatism

Two studies reported in 1975 that, although more women were awarded Ph.D.'s by the academy, this fact had little effect on removing bias against women in academia, and that the relatively low status of

women over the years had barely altered.

In 1975 Caroline Bird's best-seller book, The Case Against College, was reviewed.

In 1976 it was reported that fraternities and sororities were experiencing a revival on American campuses. A long article on the academic novel showed how little change in that genre had occurred over the years. Catholic universities were told that the time was ripe for a revival of intellectualism. Stanford University refused to allow the Gay People's Union to establish a scholarship fund for homosexuals. The University of Delaware banned a Roman Catholic priest from celebrating religious services in the campus student center, as a move in the separation of church and state. However, the state supreme court overturned the ban indicating that the university was interfering with religious liberty. The university is appealing the decision. A California court ruled that a researcher who was doing work for a private corporation need not disclose information obtained in the course of such research.

Finally, in its charter day ceremonies, the College of William and Mary in Virginia, the second oldest college in the country (1693), conducted a nostalgic "piece of Oxbridge ceremony unthinkable even, perhaps, in Oxford or Cambridge," when it returned to its roots in conferring

an honorary degree on Sir Peter Ramsbotham, British ambassador to the United States.

Receding Liberalism

Six types of response were classified as evidence of liberalism in the academy: (1) demands for equality; (2) complaints of government interference by the CIA and FBI in the academy; (3) calls for privacy in the handling of student records; (4) the AAUP's blacklisting of institutions for denial of tenure; (5) criticism of academic conservatives; and (6) other unclassified liberal actions.

Demands for Equality

There were less than a third of the number of demands for equality for women and minorities in academia during 1976 than there were in 1975.

For Women.--In 1975 eight articles told of actions which appeared to help women in their fight for equality: the Rhodes Scholarships were opened to them; affirmative action defaulters faced withdrawal of funds; a woman academic won her $70,000 suit; HEW announced a new set of guidelines outlawing sex discrimination in college athletics; the New York State education department issued guidelines on how to avoid sex stereotyping in the classroom and in textbooks. There was also a demand for women's studies programs to improve their status.

In 1976 three stories told of new charges of sex bias, a major investigation into sexism in college athletics, and a $6.3 million HEW grant under the Women's Education Equity Act to help alleviate discrimination of women at all levels.

For Minorities.--Six stories in 1975 revealed the following: a major bias against Chicanos in California, an attack on Jewish visa bans to Arab countries, reports that colleges were aiding bussing efforts at desegregation of public schools, a requirement that doctors who receive federal aid in their training must work with the poor when they finish their training, and that scores of colleges and universities were reported to have instituted domestic and international projects against hunger.

In 1976 one story reported that the president of the University of Virginia had resigned his membership in an exclusive country club when it refused to admit blacks as guests. Another story criticized ethnic studies as a "front" for white chauvinism.

For Homosexuals.--One story in 1975 reported that a federal court had ruled that a homosexual group must be recognized by the Virginia Commonwealth University as it had recognized other student groups. In 1976 one story reported that a Stanford University committee on student services recommended that all employers using campus facilities should be required to state whether or not

they discriminate against homosexuals. The committee was divided on whether or not to ban such employers from the campus since the potential loss was more than $4 million a year in contracts and because it would effectively stop military recruitment.

Anti-Conservative Criticism

Liberals criticized conservatives during both years: in 1975 Harvard economist Wassily Leontief resigned after forty-four years at Harvard, protesting that the economics department did not give radical economists a fair shake and the academic conservatism of faculty members was attacked for ignoring student demands for academic reforms of the late 1960s by a number of speakers at the AAHE annual meeting in Chicago.

In 1976 at the annual meeting of the AAHE, Economist Howard Bowen, president, called for academic planning that measured means and outcomes, without which he felt the system would be "flying blind--largely dependent on tradition, intuition, and judgement." Academics were criticized for ignoring major social issues such as school bussing and the conflict between seniority and affirmative action by Ms. Eleanor H. Norton, New York City's commissioner for human rights. The education editor of the Washington Post called academics hypocrites who complain that the merit system is undermined when they

allow grade inflation; who sneer at commercial advertising methods when their own brochures bear little resemblance to reality; who urge federal regulation on everyone else but howl when faced with regulation themselves; who speak of the dispassionate quest for truth then cloak ideological positions on significant national issues with the robe of scientific research. Along the same vein, Alexander Solzhenitzen, visiting lecturer, told a group at Stanford that American scholars should not compromise with truth in the hope of getting close to source material in the Soviet Union or anywhere else. A Yale instructor who had taught Russian literature for seventeen years resigned when four of his colleagues said they could no longer continue to work with him; evidence had been unearthed which showed that he had worked for the Nazis in German-occupied Russia and wrote anti-semetic editorials for a pro-Nazi newspaper.

Anti-CIA/FBI Criticism

Four stories in 1975 and two in 1976 reported that AAUP was continuing its fight against the CIA and the FBI for their "infiltration" of colleges and universities and for their use of academics as "spies."

Demand for Due Process

Each year saw five institutions reported as having been blacklisted by the AAUP for denial of tenure to faculty members.

Demands for Privacy

Three reports in 1975 and two in 1976 were concerned with the operation of the regulations of the Buckley amendment which provides student access to his own files. The new regulations governing operation of the Amendment denied students access to certain confidential letters and recommendations, to medical, psychiatric, and similar records, and permitted parents of dependent students access to gain information about their children's academic records without the student's consent. Later guidelines issued by HEW also stipulated that students must be allowed to see their own files within forty-five days of their own request. In 1976 it was ruled that quarterly grades of students would no longer be publicly posted at U.C.L.A. inasmuch as such a posting would be an invasion of the student's privacy. Finally, HEW secretary indicated that the Buckley amendment rules were again under revision to clarify the regulations further.

Other Evidence of Liberalism

Seven stories each year which did not fit into the above categories were placed in this group.

In 1975 these stories covered four topics: rise in crime on campuses has instituted the arming of security police and on a number of campuses liberals have criticized this action; Yale moved strongly to

safeguard freedom of speech after Professor Shockley was prevented from speaking on the controversial relationship between heredity and intelligence; parents of four Kent State students who were killed in 1970 filed civil suit against the governor of Ohio after the criminal prosecution found national guardsmen not guilty of shooting the students with intent to kill. The acquittal of the guards may also be appealed. The case of seven South Vietnamese students facing deportation was reported to have become an issue in many campuses and has mobilized former anti-war militants.

In 1976 an odd-lot assortment of stories covered eight topics: the University of Minnesota decided to take an active interest in affairs of companies in which it holds shares and it planned to take stands on ecology, stripmining, the B-1 bomber, and payments to political parties; the U.S. Supreme Court agreed to consider the appeal of a 20-year-old male Oklahoma student who challenged Oklahoma's law that men may not buy beer before they are 21 while women may do so at the age of 18; songstress Ella Fitzgerald was awarded an honorary doctorate of humane letters by Dartmouth College; the North American News correspondent examined the role of the courts in the U.S.A. in educational change and reform; a report of the American Council on Education criticized colleges for

failure to teach global awareness; the National Academy of Sciences called for principles of freedom of inquiry and expression to be declared worldwide; Alexander Astin's new book showed academics how they can best play the game of academic gamesmanship by rationalization, passing the buck, cooptation, displacement, projection, and through counter-measures; an HEW study reported that more than half of the college-aged students have smoked marijuana and that what was once deviant behavior has become the norm.

Summary and Discussion

When we prepared the descriptive report on THES stories for 1975, we asked the question: "If one were an Englishman, European, African, or East Indian who regularly read The Times Higher Education Supplement, what generalizations might he make about higher education in the USA?" We concluded that he would have received an adequate picture of the issues facing American higher education, with some distortions. We graded the effort four points out of a possible five.

Now that we have reviewed 1975 and 1976 THES efforts in the somewhat different light of the Schumpeterian and Shuman's and Rosenau's notions about the Kondratieff business cycle's recessionary phase, we are prepared to give the effort a five-point rating. The criticisms we

raised last year have been noted: the community college has found a minor place within the pages of THES; the Eastern Seaboard geographical bias has been modified at least to include Stanford (a highly innovative institution from the impression THES gives us) and, of course, Berkeley. While privately-controlled "elite" universities still seemed to garner a high proportion of the space, it appeared to us that publicly-controlled state and municipal institutions received somewhat more attention in 1976 than in 1975. However, the Ivy League still seemed to loom disproportionately large in 1976.

Table 3 provides summary information of the aggregate rounded numerical and percentage distributions of stories and space for 1975 and 1976.

If the picture painted by THES stories is accurate, and we believe it is, the impression is gained that the most drastic budget cuts have been completed and that 1975 was worse in this respect than 1976. However, personnel cuts in 1976 stories appeared to be greater in the aggregate than in 1975. Considerably more attention was given to plugging loopholes by funding agencies in 1976 than in 1975. The scientific community appears to be well taken care of even though stories about the fear of cuts in research increased in 1976 over 1975. Sub-units which were not central to the mission of institutions were closed or cut from many schools. Some institutions,

TABLE 3

AGGREGATE ROUNDED NUMERICAL AND PERCENTAGE DISTRIBUTIONS OF STORIES AND COLUMN CENTIMETERS

	Stories				Column Centimeters			
	Number		Percent		Number		Percent	
Categories of Response	1975	1976	1975	1976	1975	1976	1975	1976
I. Economic Responses								
A. Cut Costs	30	28	9	8	542	689	7	9
B. Increase Income	36	39	11	11	733	923	10	11
C. Protectionism	33	43	10	12	749	1005	10	13
D. Entrepreneurial Activity	170	173	51	48	3714	3519	52	44
Total Economic	269	283	81	79	5738	6136	79	77
II. Social & Political Responses								
A. Conservatism	30	52	9	14	819	1332	11	17
B. Liberalism	33	23	10	6	692	478	10	6
Total Social & Political	63	75	19	20	1513	1810	21	23
Grand Total	332	358	100	99	7251	7945	100	100
III. Other Information								
Column Centimeters of Pictures					499	732		
Percentage of Words Only Stories by Length:								
1.0- 9.9 Centimeters							20	27
10.0-19.9 Centimeters							30	26
20.0-29.9 Centimeters							27	21
30.0+ Centimeters							23	26
							100	100

such as Stanford and CUNY, appeared to have bitten the bullet and made the necessary cuts to bring the budget more in line with income. CUNY still appeared to be the most beleaguered institution in the U.S.A. due to financial exigency, having had to close one of its colleges and to change another to two-year status. Only two colleges were reported closed in 1976 compared to 77 in 1975. However, one 1976 report indicated that 84 percent of the private colleges were still seriously threatened by recession.

It was clear that state and federal agencies which provide funds and the politicians who appropriated them were highly sensitive to the needs of the academy during both years, even helping privately-controlled institutions in their struggle to survive. A number of new lobbies were organized also during this period. Private gift giving to colleges appeared to remain strong both years, although gifts for capital building were reported to have declined in 1976. Unpopular tuition increases appear to be possible only when absolutely essential.

All segments of the academic system appeared tc indulge in more defensive or protectionist behavior in 1976 than in 1975; the number of stories in this category increased by 30 percent in 1976 over 1975. Entrepreneurs complained about the red tape and cost of federal agencies'

bureaucracy and loss of control over their own institution's destiny. Academics continued to unionize but the reports of collective bargaining in 1976 were fewer than in 1975. Reports of criticism and action against affirmative action in faculty recruiting and hiring increased in 1976 over 1975 and stories about criticism and action against race and sex quotas in student admissions greatly increased in 1976 over 1975, culminating in the Baake case before the Supreme Court in 1977. As usual, students opposed tuition increases both years.

Apparently 1975 was the year for the academy to be introspective and to investigate the situation under its own roof; there were almost twice as many stores in 1975 which told of research into higher education itself than there were in 1976. Employment of college graduates appeared to move from worst in 1975 to not-so-bad in 1976. In fact, one story claimed 1976 as a boom-time. Also, aggregate enrollments took a turn for the better in 1976, compared to 1975, although the forecast for the 1980s was gloomy. Employment and enrollment in the liberal arts and humanities were depressed both years. Both years reported that faculty members in the aggregate were more liberal or leftish than the general population and one study predicted that by 1980 college and university faculties would be populated by senior citizens.

There was much less interest in 1976 in either blacks or women's rights than there was in 1975.

Social class differences per se appeared to be a hot topic in 1975 which had cooled off considerably by 1976. However, one piece reported in 1976 that, although college costs had increased over the years since 1929, and that in 1976 42 percent of all students received some financial aid from parents, in real terms such costs had increased much less than per capita income because many educational costs were now funded by social security benefits and governmental grants. This, of course, would be right in line with Schumpeter's thesis that during a recession the real income of the masses increases.

In 1976 the number of stories about students was less than half of what it was in 1975. Freshmen were reported to be more self-centered and conservative than they were in earlier times, although they became more liberal as they progressed to be seniors. Graduate students were found to be disillusioned about their instructors, whom they hoped would give them more personal attention.

Entrepreneurial activity received about the same attention in 1976 as it did in 1975. Within that rubric, however, interest in new enterprises almost doubled. Apparently, now that the major blood-letting has been completed, now that the patient has been studied thoroughly,

now that Taylorization of the work is well under way, with the introduction of organizational changes by new persons, with many new enterprises, along with reorganization and mergers, together with a few technological changes, and the identification of new markets, it appears the cure is in full swing.

Stories which appeared to give evidence of the social, political, and academic conservatism of the academy increased by 73 percent in 1976, whereas articles about the liberalism of the academy declined by 30 percent from the year before. As within the country, ethical and moral issues were of greater interest in 1976 than in 1975; in fact, stories about foibles increased by 41 percent. The number of articles which gave evidence about other kinds of conservatism doubled; these included an increase in demands for excellence, quality and high standards, questioning of genetic research, and voices raised against excessive vocationalism.

Liberal demands for equality of all sorts declined by more than sixty percent from 1975 to 1976. Along with the criticisms and actions against affirmative action in faculty employment and race and sex quotas in student admissions which have been mentioned above under protectionism, it would appear that the ardor for the liberal cause of equality for minorities and women had cooled considerably even from 1975 to 1976.

In brief, we can conclude that the evidence herein supports the Schumpeterian thesis that the recessionary phase of the business cycle is undertaking a housecleaning of the academy and that the academic system for its part is struggling mightily to innovate its way back to economic health. The questions which arise, however, are ones which Schumpeter would raise: How much more liquidation in and of the system is required? How long will the competing-down process continue? Furthermore, we can also conclude that Shuman's and Rosenau's notion of the growing conservatism of the recessionary period is upon the academy and that the evidence herein also supports such a thesis.

In closing, we wish to congratulate Mr. Michael Binyon, North American News correspondent of The Times Higher Education Supplement (London), for his excellent work this past year. He has painted a perceptive picture of American higher education. His own investigations and reports have been faithful to the facts and have been penetrating in their observations. We wish him well in his new post as he moves to another challenging beat in Moscow in December 1977.

APPENDIX

Headlines of 690 Stories about American Higher Education which Appeared in The Times Higher Education Supplement (London) in 1975 and 1976

Listed by Number and Date of Issue
(1975: 168-218; 1976: 219-271)
with Net (Words Only) Column Centimeters of Each

Issue	Date	Headline	CMs
I.		ECONOMIC RESPONSES TO RECESSION	
		A. Cut Costs	
		1. Plugged Loopholes	
178	3/14	Loan guidelines strengthened	13.0
223	1/30	Budget plans major cuts in loans	22.0
224	2/6	Clamp down on social security	9.0
233	4/9	Banks quit student loan schemes	22.0
251	8/13	Congress seeks tougher food stamp qualification	32.2
265	11/19	Student loan procedures may be tightened	29.4
267	12/3	Academic tax loophole may be plugged	16.6
270	12/24	American perks	11.6
		2. Budget Cuts	
170	1/17	New York to slash budget by $8M (CUNY)	11.5
173	2/7	Union (AAUP) cuts back as membership falls	11.0
175	2/21	California slaps on spending brakes	52.0
183	4/18	Ford Foundation slashes aid by half	16.5
184	4/25	International think-tank faces heavy squeeze	24.0
185	5/2	Major cuts may mean closure at 27-campus Wisconsin	22.0
186	5/9	Drastic cuts threaten university of the poor (CUNY)	31.0
187	5/16	Mass. fights plan for 16% budget cuts	18.2
192	6/20	New York dons wait for wages (CUNY)	5.0
193	7/4	New York cuts its own losses (CUNY)	15.2
198	8/8	Fewer grants for blacks	14.0
200	8/22	Cuts threaten New York closure	28.0
207	10/10	Funding body (Danforth) cuts back on aid	6.2

Issue	Date	Headline	CMs
209	10/24	States' universities can no longer pay their bills	21.4
211	11/7	New York (State) axes $156M of new buildings	29.0
217	12/19	New York (State) loses fight against savage cuts	30.0
221	1/16	Politicians fiddle as city university burns	25.0
255	9/10	New financial warning light for campuses	32.0
		3. Research Cuts	
209	10/24	Deans propose national plan to reduce output of Ph.D.s	50.0
209	10/24	Doctoral programs axed	7.0
210	10/31	Axe for more Ph.D. programs	12.5
223	1/30	Colleges told to forget "Harvard Ph.D. pattern"	28.4
232	4/2	World lead in science "threatened by cutbacks"	52.2
243	6/18	Research retrenchment means more dependence on U.S.	50.2
245	7/2	Ph.D.s get warning of even fewer jobs	32.2
250	8/6	Ivy League falls behind in research spending table	28.8
		4. Personnel Cuts	
176	2/28	"Traditionalist" historians face dismissal	18.0
178	3/14	Dons get 16% cutback warning	10.0
209	10/24	Doctors suspended	3.5
213	11/21	Axe poised over faculty jobs in New York (City)	25.0
217	12/19	Rutgers lays off 94 lecturers	8.0
220	1/9	San Francisco warns of sackings	11.0
224	2/6	California "can't pay extra staff"	19.5
225	2/13	Rutgers set to sack 1,000 staff	40.0
236	4/30	Stanford cuts age for leaving to 58	7.0
249	7/30	New York (CUNY) to dismiss 3,000 academics by end Aug.	9.5
		5. Sub-Units Closed	
211	11/7	Architecture courses end at Stanford	7.5
217	12/19	Stanford pulls funds out of Europe	5.5
219	1/2	Stanford forced to cut overseas studies courses	35.6
236	4/30	Cutbacks shut down campus printing	7.0
237	5/7	Columbia axes aid to Harlem poor	18.3
260	10/15	Rockefeller philosophy closes	12.0

Issue	Date	Headline	CMs
		6. Institutions Closed	
192	6/20	Patricia Nixon college blues (Finch)	5.0
205	9/26	New York colleges face shutdown	41.0
207	10/10	77 private colleges forced to close	7.8
214	11/28	Columbia may shut colleges	11.5
232	4/2	New York prepares to stop more aid	19.5
233	4/9	Community colleges face cutbacks and closures	31.0
237	5/7	New York cuts bite still deeper	22.7
248	7/23	Alaska closure leads to recriminations all around	39.4
270	12/24	Debts may force shutdown of only Chicano institution	24.4
		B. Increase Income	
		1. Political Pressure on Funding Agencies	
169	1/10	Congress gives go-ahead for $2BN spending programme	24.0
170	1/17	Drive launched to train more country doctors	13.5
172	1/31	Carnegie calls for more loans	21.0
173	2/7	Report urges more cooperation in post-graduate training	22.0
180	3/28	Fees aid urged for private sector	36.0
182	4/11	College head urges grants by rights	22.5
182	4/11	Increased federal aid seen as unlikely	17.0
184	4/25	Eligibility guidelines for (BEOG) grants eased	24.0
185	5/2	Boston head urges public aid for private colleges	28.0
192	6/20	AAUP goes for Congress connexion	13.5
195	7/18	Commission urges more aid for private sector	44.8
206	10/3	Tax law eased on fellowships	16.0
208	10/17	(President) Ford changes mind on medical aid	19.6
211	11/7	California urged to give more aid to adults	19.0
212	11/14	Bicultural learning opens up new resources coffers	36.0
213	11/21	Alaska tops funds league	20.5
213	11/21	Blacks urge big federal boost	14.0
217	12/19	Major tax concessions urged for charitable gifts	28.0
218	12/26	Parents begin to feel fees pinch	18.0
221	1/16	Lebanon bails out AUB	10.3
226	2/20	Independent colleges form pressure group	25.6
228	3/5	Grants fund hits trouble	13.0

Issue	Date	Headline	CMs
231	3/26	Embarrassing riches for Congress	23.3
235	4/23	"Private" students form aid lobby	9.0
239	5/21	Congress boosts science	13.0
240	5/28	Carnegie finds parental burden is going down	38.8
242	6/11	$58M grants boost for "developing" colleges	14.6
246	7/9	Supreme court backs funds for church colleges	18.4
247	7/16	Senate aid for medics - but with strings	21.5
248	7/23	Aid boost for Indian graduates	12.9
248	7/23	Bilingual studies get Washington aid	8.0
251	8/13	$13M grants for teaching on air	14.5
253	8/27	Anxiety in Congress over delayed bill	31.0
254	9/3	Research spending may top $34,100M	30.0
257	9/24	Students link to project future of black colleges	41.0
261	10/22	GI study gets peace-time extension	18.4
263	11/5	Oil boom Alaska tops charts in education spending	36.0
264	11/12	The will is there - but where will he find the money?	54.6
266	11/26	Public and private colleges argue over support	25.2
		2. Raise Private Funds	
171	1/24	Lippman bequests go to Harvard and Yale	3.5
174	2/14	Harper collection for Columbia	9.0
175	2/21	Reagan's papers (to Stanford)	3.0
179	3/21	New home (NYU) for Carroll works	9.0
190	6/6	"Save Yale" drive nears $100M	32.0
193	7/5	Black colleges hit by success in integration	33.8
206	10/3	Ford Foundation stands by education	25.0
210	10/31	Columbia sells $5M of land to stave off crisis	25.0
213	11/21	Aid for refugees	21.0
214	11/28	Harvard boosts its reserves	10.0
214	11/28	Colleges told to play stock market	8.5
214	11/28	Big business pays 8.5% more	6.0
216	12/12	Grants boost for cash hit Columbia	10.5
219	1/2	New York banks give most	10.0
220	1/9	Balancing the books with begging-bowl and know-how	44.0
229	3/12	Ford Foundation steps up funds for black trends res.	24.2
229	3/12	Humanities link with industry	22.0
229	3/12	Unashamedly elite...100 years on (Johns Hopkins)	23.4
234	4/16	Ford (Foundation) holds out lifeline to "little mag.'s"	30.0

Issue	Date	Headline	CMs
238	5/14	It's Dr. Frank (Sinatra)	3.0
248	7/23	Ford Foundation helps new plans	6.0
249	7/30	Oil-strike hope in California	9.0
250	8/6	Campuses hope for gene swap patent	17.8
255	9/10	Company aid to art soars	11.4
259	10/8	Community colleges face more central control	36.4
261	10/22	Anniversary fund-raising	3.9
267	12/3	$8M Soviet studies appeal	8.8
270	12/24	All the (good) news that's fit to print	91.1
		3. Increase Tuition Fees	
175	2/21	Highest ever fees warning	21.0
191	6/13	Low fees an impossibility	12.0
192	6/20	Higher fees necessary to stop pay slide	40.0
204	9/19	City Univ. (NY) urged to end free tuition commitment	26.2
242	6/11	Bankrupt New York looks for ways to reopen	28.2
244	6/25	New York re-opens - but it won't be the same	32.6
257	9/24	"New Look" New York goes back	21.7
261	10/22	New York plans inflation linked fees	40.2
		C. Protectionism	
		1. Fault Funding Agencies	
169	1/10	Doctors warn of crisis in medical studies	31.0
171	1/24	Union (AAUP) attacks Vietnam move	14.0
184	4/25	Administrators hit back in New York	21.0
184	4/25	California moves toward trust status	10.5
188	5/23	Fairer deal urged for student aid	28.5
190	6/6	Task force urges simplified system of student aid	29.0
191	6/13	Washington underspending hits 100,000 poor students	19.0
210	10/31	Inquiry into colleges' future "should omit educationists"	23.0
212	11/14	Social action programs make heavy drain on funds	43.0
213	11/21	Government rules leading to "new purgatory"	30.0
216	12/12	Reorganization law deadlocked	33.0
221	1/16	Secretary hits at cost of grants administration	18.5
224	2/6	Humphrey urges autonomy for education	22.5
224	2/6	Yale president warns against Washington "strings"	22.0
227	2/27	"Damned regulations" may be cut by Ford	42.0

Issue	Date	Headline	CMs
239	5/21	Nader backs proposals to aid clubs	17.3
239	5/21	Campuses appoint national lobbyist	7.5
239	5/21	Pulling wool over taxpayers eyes	7.5
245	7/2	Surprise and anger at plans to aid handicapped	27.0
253	8/27	Welfare laws cause financial burden for universities	31.0
254	9/3	Warning of imbalances in medical training	30.4
261	10/22	Christian colleges unite	10.4
265	11/19	Yale faces block over "overseas" medical students	23.6
269	12/19	Ending the waste paper chase	65.0
		2. Collective Bargaining	
170	1/17	Strike ends after pledges on tenure and promotion	28.0
178	3/14	Union (AAUP) defends pay negotiation role	19.5
181	4/4	Victory for striking assistants	14.0
182	4/11	Union (AAUP) chief hits at economic insecurity	16.5
187	5/16	(AAUP) Law suit pointer to tenure	7.0
188	5/23	Pay round begins as union (AFT) resists freeze proposal	22.5
192	6/20	Boston (U) gets union first	10.5
192	6/20	Union (AAUP) "should aid bargaining"	9.0
195	7/18	Unions "are reaction to centralization"	25.2
203	9/12	Union (NEA) plans drive on bargaining	5.0
210	10/31	Don's union (AAUP) warns of fresh attacks on tenure	24.0
213	11/21	Union (AAUP) sets out dismissal code	14.0
225	2/3	Big increase in collective bargaining forecast	21.0
234	4/16	Florida votes for militancy	15.5
246	7/9	Dons' leader defends pay talks policy	19.0
247	7/16	Rise in unionism will be "key source of conflict"	55.2
253	8/27	Teachers file lawsuit to protect their jobs	31.8
		3. Anti-Affirmative Action	
170	1/17	Minority hiring must "not jeopardize standards"	24.0
180	3/28	Equal chance guidelines fail to clear air	48.0
180	3/28	Recruiting report upsets Jews	12.0
194	7/11	Colleges get "minority bias" reprieve	37.5
201	8/29	Carnegie brands affirmative action scheme as chaotic	23.0

Issue	Date	Headline	CMs
221	1/16	Judge halts Washington money threat to force desegregation	24.0
228	3/5	Positive bias probe under fire	20.6
231	3 26	Minority leader attacks positive bias as "futile"	33.2
236	4/30	Job quotas for minorities under fresh attack	24.4
238	5/14	Black females earn most	12.0
249	7/30	"Anti-female" ruling further fogs discrimination issue	20.6
259	10/8	Women still lag on pay	12.2
		4. Anti-Admissions Quotas	
179	3/21	Court to rule on reverse bias	14.5
203	9/12	Women only courses hit legal snag	32.0
219	1/2	Washington takes state to court over segregation	19.0
229	3/12	Sex quotas scrapped	10.0
231	3/26	Maryland gets back its funds	14.0
232	4/2	Black admissions board abolished	8.5
237	5/7	Harvard scoops minorities pool	11.8
251	8/13	Courts oppose "reverse" discrimination	14.5
253	8/27	Discrimination against whites	11.0
258	10/1	Court ruling raises new "positive bias" doubts	34.6
259	10/8	Clamp down on sex bias complaints	20.6
264	11/12	California told to end quotas	5.9
266	11/26	Major ruling imminent on "positive bias"	35.0
267	12/3	Medical schools: Cutting out the dead wood	49.0
268	12/10	Aiding minorities "leads to double standards"	42.0
		5. Anti-Tuition Increases	
185	5/2	Class boycott as staff face dismissal (Brown)	18.5
187	5/16	Cash doubts spark wave of protests (Brandeis, Brown, Harvard)	40.0
205	9/26	Medics fight 56% increase (George Washington)	22.0
222	1/23	Fee increases spark biggest anger since Vietnam war	28.6
		6. Other	
223	1/30	Move to limit campus football scholarships is defeated	23.4
234	4/16	California looks at redundancy quota	6.0
246	7/9	Ontario shows concern at U. S. "student poaching"	37.0
269	12/17	Progress on Canadianization	20.6

Issue	Date	Headline	CMs
		D. Entrepreneurial Activities	
		1. Research into Higher Education	
		a. Employment	
169	1/10	Job outlook: Future is "tight"	36.0
169	1/10	Graduate income gap narrows	19.0
176	2/28	Job-hunting becomes full-time occupation	43.0
181	4/4	Job opportunities dry up	11.0
185	5/2	Historians hit by job squeeze	11.0
189	5/30	Science Ph.D.s face bleak job outlook by 1983	23.0
190	6/6	Arts graduates worst hit as job offers fall	29.0
191	6/13	Graduate job openings fall still further	34.0
192	6/20	Science Ph.D.s warned of bleak outlook	20.0
200	8/22	Employment offers to graduates tumble by 24%	15.0
204	9/19	Ph.D. surplus forecast for the next decade	24.3
206	10/3	Job situation "worst since 1930s"	36.0
209	10/24	Graduates jobs	3.5
235	4/23	Value of graduate salaries drops for the first time	22.0
235	4/23	Job prospects pick up a little	9.0
236	4/30	30PC rise in applications to join CIA	23.3
253	8/27	Graduates enjoy boom-time in the employment market this year	25.4
		b. Enrollment	
170	1/17	Enrollments fall in face of rising fees	25.0
171	1/24	Enrollment warning as salary gap narrows	32.0
175	2/21	Christian colleges numbers rise	13.0
177	3/17	Graduate courses hold steady	21.0
181	4/4	Enrollment rise may give false picture	21.0
185	5/2	Carnegie Foundation predicts big slowdown in growth	28.0
187	5/16	Bright pupils boost public institutions	15.0
189	5/30	Law school applications show first-ever decline	17.0
193	7/4	California demand for teacher training drops	8.2
194	7/11	Job shortage gives boost to NYU summer students	39.6
201	8/29	Summer slump at Harvard	17.4
202	9/5	Enrollments reach all time record despite cash crisis	43.2
202	9/5	Radical economics revives as recession bites	47.2
203	9/12	History faces "relevance crisis"	7.6
203	9/12	Fewer students study abroad	12.8
206	10/3	Pentagon tempts campus officers	10.1
207	10/10	Recession fills the halls	33.0

Issue	Date	Headline	CMs
207	10/10	Economic schools boom	24.0
207	10/10	Stanford (Bus. School) job boost	2.2
213	11/21	Record enrollments confound doom and gloom forecasts	32.0
213	11/21	Language learning drops sharply	9.0
214	11/28	Heavy enrollment in California	6.0
215	12/5	Massive drop in enrollments after 1980 forecast	8.0
221	1/16	Liberal arts and lions' den	33.2
223	1/30	New York State University remains largest in country	29.6
223	1/30	History - a thing of the past?	16.0
224	2/6	Two-year colleges grow most	16.0
231	3/26	Service colleges record high drop-out rates	14.0
237	5/7	Language learning shows steady drop since 1963	30.0
237	5/7	Enrollment rise with emphasis on "job" courses	27.8
238	5/14	Fall-Off in basic courses weakens "more jobs" case	32.0
244	6/25	Compulsory "core" show big drop	29.2
256	9/17	Record enrollment expected	17.4
263	11/5	American college intake may be on decline	33.0
265	11/19	Record number of adults enroll	12.5
		c. Research Products	
206	10/3	How (Davy) Crockett met his end	18.0
206	10/3	3 M-year old bones arrive for tests	10.1
212	11/14	Links shown between brain size and malnutrition	18.0
222	1/23	Facing up to disaster	9.8
222	1/23	It's a dog's life	5.5
222	1/23	The long and short of it	15.8
223	1/30	When once a year is enough	10.5
240	5/28	Moving atom film	4.5
246	7/9	Why not element 1776?	10.0
248	7/23	How to map an absurdly difficult reduction	19.0
		d. Faculty	
175	2/21	Salary increases fail to meet cost-of-living	24.0
192	4/20	Survey finds real value of salaries falling 4.2%	18.0
193	7/4	Academics are "historically left-wing"	22.7
237	5/7	Foreign cars and left wingers	17.0
241	6/4	Academic "gerontocracy" predicted by 1990	29.2

Issue	Date	Headline	CMs
244	6/25	Inflation stays in front of pay	8.6
261	10/22	Academics are becoming more "aware" - Lipset	31.6
		e. Minorities	
172	1/31	Women closing Ph.D. gap	28.0
178	3/14	Black literature still thrives	13.0
188	5/23	Women's studies winning fight for respectability	34.0
194	7/11	Enrollment up among blacks and women	13.8
194	7/11	More women graduate students	11.8
196	7/25	An escape from male pressures	81.6
204	9/19	Women's colleges do better	7.0
205	9/26	More blacks go to college	14.7
216	12/12	Black numbers keep rising - but so do drop-out totals	21.0
255	9/10	Single-sex colleges "best for Ph.D. results"	36.0
256	9/17	Catching up on campuses - but still a long	93.3
		f.Social Class	
188	5/23	Inequality remains rife, Carnegie paper charges	39.0
202	9/5	Carnegie highlights key influence of class	59.4
202	5/23	Education fails to remove class barriers in American society	152.0
203	9/12	"Class conflict" forecast if job drought persists	53.2
214	11/28	Middle classes benefit most from new aid policies	29.0
235	4/23	Middle classes bearing brunt of climbing costs	56.8
240	5/28	Carnegie finds parental burden is going down	38.8
258	10/1	Rising costs keep students at home	19.5
		g. Students	
169	1/10	"The world is getting back to normal"	60.0
172	1/31	Survey confirms student trend to conservatism	31.0
173	2/7	Students emphasize self-development	11.0
187	5/16	Students turn to job security	15.0
193	7/4	Gallup poll shows student trend to radicalism	8.2
198	8/8	Students move back to vocational subjects	21.4
202	9/5	42% are "helped by parents"	17.9
207	10/10	Fewer males want to go to college	6.2

Issue	Date	Headline	CMs
227	2/27	More youngsters turning to pot	12.0
227	2/27	Atlantic crossing	12.0
262	10/29	"Disillusion with tutors" is postgraduates' main problem	31.0
		h. Other	
170	1/17	Michigan comes out on top of professional league table	40.0
184	4/25	Campus shops fail to show book profit	6.5
189	5/30	Museums' colleges connexion	11.0
214	11/28	Jews "top education league"	16.0
232	4/2	College gifts show drop of 3.5%	22.4
		2. Taylorization of Work	
		a. Demands for Accountability	
173	2/7	Knives out for "wasteful" national research agency	30.0
180	3/28	Falling in love with research is "playing the fool"	16.0
184	4/25	Brochures may have to be legally accountable	33.0
195	7/18	Publish or perish is "sinking libraries in non-knowledge"	35.8
198	8/8	Colleges try to conquer financial crisis	40.6
204	9/19	Study will examine problem of proliferating journals	22.0
205	9/26	"Phone call" research attacked	13.6
209	10/24	CUNY plan for economies welcomed	17.7
210	10/31	New York (City) unveils 20% cutback package	49.0
215	12/5	New York (City) proposes pay cut and fewer staff	33.0
216	12/12	New York (City) gets ready for worst	31.5
238	5/14	Low priority for education	9.6
271	12/31	North America: Loud calls to stand and be accountable	62.5
		b. Improve Standardized Testing	
201	8/29	Report confirms deadline of entrance exam marks	12.0
204	9/19	Aptitude scores tumble to record low	41.6
212	11/14	Panel set to probe ailing standards	21.0
229	3/12	Students face writing tests	13.2
257	9/24	School-leavers' test marks show fresh fall	43.0

Issue	Date	Headline	Cms
259	10/8	Leavers' marks "stop falling"	12.2
261	10/22	Writing tests reintroduced	15.0
265	11/19	Getting back to basics	51.4
266	11/26	Testing, testing, testing	35.0
267	12/3	How can the bias be corrected	50.1
		c. Improve Specific Practices	
175	2/21	New teacher training seen as key to change	23.0
178	2/14	Libraries win dispute over photocopying	13.0
183	4/18	Astronomy Ph.D.s must lower sights	9.0
209	10/15	Don's union (AAUP) attacks casual evaluation	6.6
215	12/5	Colleges move to tighten marking	24.0
225	2/13	Kentucky fried?	3.5
225	2/13	New academic year aims at flexibility for all	34.0
230	3/19	Reform teaching or face student rebellion	29.0
234	4/16	Chicago sets links with industry	6.0
234	4/16	Copyright guidelines aim to clear photo-copying confusion	31.0
238	5/14	Stanford awards pay increases for "good teaching"	9.3
240	5/28	Saudis to lose diplomatic visas	5.4
240	5/28	Student security officers at Cornell	5.4
241	6/4	Scientists consider lecturing plan to boost young staff	20.8
246	7/9	Research aid for young staff	12.4
247	7/16	Mixed hostels are "more economic"	5.0
259	10/8	$50,000 for composition	3.3
260	10/15	New copyright laws passed	8.2
		d. Improve Programs and Systems	
174	2/14	Academic workloads under microscope	54.0
175	2/21	Don's union (AAUP) to probe pay anomalies	7.5
178	3/14	Tenure waiting time grows for junior staff	29.0
181	4/4	"Think wider" students told	9.0
182	4/11	Learning for each should replace learning for all	36.0
190	6/6	Never-never fees scheme falls on stony ground	21.0
205	9/26	Liberal arts programmers stressing job relevance	47.6
208	10/17	"Open to all" policy faces threat (CUNY)	22.7
217	12/19	College survival will depend on fitness	34.0
236	4/30	New York cuts freshman numbers by nearly half	32.4
236	4/30	California dons "lecture less"	14.4
242	6/11	San Diego considers reform of first two years	32.6
245	7/2	California looks again to entry criteria	33.8

Issue	Date	Headline	CMs
250	8/6	Methodist church to review links with institutions	20.0
261	10/22	Undergraduate courses under scrutiny	18.7
266	11/26	Harvard surplus	3.8
268	12/10	Hard core and soft options	78.4
269	12/17	Part-time survey	3.5
270	12/24	"Peer review" system of Ph.D. evaluation criticized	36.6

3. Organizational Changes

a. New Persons

1) Entrepreneurs

170	1/17	California starts hunt for president	11.5
178	3/14	Physicist gets California top job	25.0
181	4/4	Antioch head quits over row	13.0
185	5/2	New president for New York (U)	8.0
195	7/18	New federal education secretary	8.9
202	9/5	Controversial president resigns (Brown)	23.9
207	10/10	Texas regents spark staff boycott	16.0
213	11/21	Two advisors for Ford	9.5
214	11/28	White House to bring back science unit	8.5
215	12/5	Row spreads over female V-C (Texas)	16.0
217	12/19	"Too old" don takes over at Chicago	8.0
228	3/5	A day in the life of . . . (college presidents)	13.5
238	5/14	Top aide resigns "to send sons to college"	32.1
238	5/14	New Princeton institute head	16.0
238	5/14	President of Boston to stay on	26.6
241	6/4	13PC turnover of campus presidents in year	8.4
252	8/20	Ford appoints science advisor as crisis of confidence looms	59.5
258	10/1	Education chief appointed	7.0
260	10/15	Presidential aide resigns	6.0

2) Producers

178	3/14	Double Nobel Prize winner steps down (Illinois)	17.5
179	3/21	Moynihan returns "to teach a little bit" (Harvard)	12.0
185	5/2	Three threats to democracy (Harvard)	11.0
204	9/19	Dyan opens campus lecture tour	4.2
210	10/31	MIT switches to Weil	11.0
210	10/31	Junta victim's post (Columbia)	4.0
215	12/5	Chilean economist stays in gaol (Stanford & Rochester)	6.5

Issue	Date	Headline	CMs
219	1/2	Cambridge dons to teach "criticism" (Johns Hopkins)	33.0
221	1/16	Trevor-Roper lecture in USA (Chicago)	5.0
224	2/6	Dr. Tony Tanner (Johns Hopkins)	3.0
225	2/13	Oxford gets MIT professor	13.0
227	2/27	Angela Davis invited to Stanfort post	14.5
234	4/16	Downing (Ccllege, Cambridge) exchanges with Virginia	6.7
239	5/21	Solzhenitsyn at Stanford	4.4
249	7/30	BBC drama chief moves to Stanford	5.2
252	8/20	Stanford place for Allende minister	8.9
259	10/8	Fellowship for Mr. Hume (Harvard)	4.0
261	10/22	Nobel Prize for Milton Friedman (of Chicago)	24.2
265	11/19	Friedman to join Hoover institute (at Stanford)	5.2
		b. New Enterprises	
		1) Endowed Chairs	
227	2/27	Justice is served (St. Louis)	5.0
233	4/9	$1M Japanese grant (MIT)	3.5
239	5/21	Saudi Arabia funds Islamic chair (USC)	6.2
250	8/6	Australian studies chair endowed (Harvard)	6.1
263	11/5	Bicentennial gift from Canada (Yale)	8.2
		2) Courses	
171	1/24	"Ascent of Man" earns credit (San Diego & Miami Dade CC)	15.5
177	3/7	California reintroduces remedial English (Berkeley)	24.0
215	12/5	Horrors of academia (Florida)	15.5
221	1/16	English as it should be written (South Carolina)	5.5
222	1/23	Children's rights (Texas)	5.0
224	2/6	Concern as more students turn to "bonehead English" (Berkeley)	4.6
231	3/26	All the way with LBJ (Texas)	4.0
233	4/9	Foiled again (Oregon)	6.5
236	4/30	What happened in Dallas (rpt) (Hartford)	14.0
238	5/14	Campuses like "business trims"	9.6
257	9/24	Good guards (NYU)	3.6
		3) Research Projects	
221	1/16	Saints alive . . . by courtesy of computer (Rutgers)	13.5
222	1/23	$235,000 for black papers (Maryland, Wisconsin, Yale)	8.0

Issue	Date	Headline	CMs
239	5/21	Sport injury probe opens (Temple)	11.4
240	5/28	Gorilla Koko can carry on learning (Stanford)	22.7
250	8/6	Moving story of how we talk (Connecticut)	6.1
254	9/3	Chicago gets $3/4M to ensure survival of dictionaries project	43.4
254	9/3	$302,900 for Soviet work (Chicago)	11.0
255	9/10	Rockefeller offers "humanistic" awards	6.3
258	10/1	Entebbe memorial (Cornell)	6.0
267	12/3	Norway connexion	5.7
268	12/10	Work begins on disputed gene research laboratories (Harvard)	18.2
		4) Programs and Degrees	
171	1/24	Ghetto lawyers plan launched (CUNY & NYU)	21.0
172	1/31	Exchange scheme suspended after professor vanishes (Berkeley & Chile)	21.0
173	3/7	Urban law scheme gets go-ahead (CUNY & NYU)	4.0
181	4/4	Masterly journalists (NYU)	7.5
181	4/4	Consortium aims to develop broad-based arts course	39.0
183	4/18	Dentistry BA breaks new ground (NYU)	9.0
186	5/9	(R)OTC comeback on campus	17.0
188	5/23	More turn to three-year colleges	18.0
191	6/13	Old boy schools boost budgets	24.5
197	8/1	Boost in campus holidays for the family	26.4
200	8/22	"Weekend" degrees for part-timers	9.0
200	8/22	Urban issues (NYU)	6.0
211	11/7	Teaching doctorate wins support	24.0
211	11/7	Army initiates credits scheme	13.0
214	11/27	$700,000 link for sciences and arts (San Francisco State)	14.5
217	12/19	Sociology link-up (Delaware)	4.0
217	12/19	Handicapped help (Pennsylvania)	4.0
218	12/26	(Roosevelt U) Chicago launches B.A.	7.0
220	1/9	Texas, Oxford in geography link	5.0
220	1/9	Medics launch integrated training plan (Rochester)	17.3
222	1/23	Long distance link-up (Wheaton, MA, & Georgia Tech)	11.5
222	1/23	"Two cultures" courses to get major humanities grant	25.0
225	2/13	400 take part in credits by TV experiment	15.2
226	2/20	Modulized maths to beat the calculator (San Diego State)	37.2
230	3/19	"Reform teaching or face student rebellion" (PSI)	29.0
245	7/2	Ivy league abroad (Dartmouth & Quebec)	3.2

Issue	Date	Headline	CMs
247	7/16	Private sector holds its own against inflation	37.0
249	7/30	Reading centre will aim to combat campus illiteracy (Illinois)	23.2
249	7/30	Chicago launches "broad based" medical course	33.0
250	8/6	Matching new world notions with third world need (Washington U, St. Louis)	68.0
252	8/20	Students to join Mars mission	9.8
252	8/20	Redefining the academic boundaries in the study of film (Wisconsin-Milwaukee)	78.5
260	10/15	US-Soviet exchange (NY State U)	8.2
262	10/29	Bridging the two cultures gap (MIT)	44.0
262	10/29	One to one tuition . . . Saudi-Style (Houston)	14.9
267	12/3	Archivist degree (NYU)	5.7
		5) Mergers, Consortia, Reorganizations	
178	3/14	Oil bonanza gives colleges "experts" outlets	31.0
189	5/30	Think-tank goes past-time in survival struggle	31.5
191	6/13	Universities cash in on Iranian connexion	60.0
214	11/28	Washington chases petrol dollars	19.4
227	2/27	Aspen institute hands over hq (to Denver) but will keep up courses	21.0
228	3/5	Libraries plan 8M volume link-up (Duke, NC, NC State)	24.0
229	3/12	New York gets set to take cuts (CUNY)	30.4
235	4/23	(NY) City university halts "open admissions"	41.0
237	5/7	The (mixed) class of 1980 (Harvard & Radcliffe)	13.5
239	5/21	Massachusetts dispute delays master-plan	33.0
241	6/4	California system gets new home	6.0
244	6/25	First "consortium" students graduate (California)	8.6
247	7/16	City university (Cincinnati) gives up independence	16.0
248	7/23	Massachusetts reorganizes	11.0
255	9/10	A lesson from America concerning college roles	86.0
		6) Colleges (or their equivalent production units)	
171	1/24	John Birch university	3.0
173	2/7	Woman-school breaks new ground	32.0
175	2/21	Colleges strain for ingenious ways to bear bankruptcy (MIT)	29.0
177	3/7	Trustees shelve museum on Kennedy row (Harvard)	20.0

Issue	Date	Headline	CMs
189	5/20	"Iconoclasm in a rural idyll" (Hampshire)	59.0
194	7/11	But Yale finds it hard going	22.0
204	9/19	Yale summer "did not lose"	8.8
208	10/17	Yale launches rival to Harvard Business School	30.6
210	10/31	Major centre planned for humanities	19.5
210	10/31	Lit. crit. school (UC, Irvine)	2.5
211	11/7	Data project will help city (Baruch)	21.5
215	12/5	Harvard loses Kennedy library to Boston	27.0
218	12/26	Dial-an-answer service tells what's where (Nexus)	26.0
225	2/13	Browning society for Texas	7.0
228	3/5	Dead-cert gamble falls flat (Stanford)	7.0
228	3/5	Young publishers (Harvard)	3.0
241	6/4	John Birch plans "civilized" university	44.0
241	6/4	Research unit to investigate consumer affairs (UC, Davis)	8.4
248	7/23	Handicapped unit set (Mich. State)	11.0
255	9/10	Pennsylvania emphasizes 2-year sector	24.0
255	9/10	"English consultants" face growing demand	17.2
255	9/10	Top theology library loves (Emory)	11.4
266	11/26	Law of sea institute moves (Hawaii)	9.6
268	12/10	$20M library (Stanford)	5.6
268	12/10	Work begins on disputed gene research laboratories (Harvard)	18.2
269	12/17	Small businesses get campus "surgery" (Ca. State Poly)	33.0
		c. New Markets	
177	3/7	Ambitious "air lift" project fails to get off ground (Georgetown)	27.0
179	3/21	"Life" credits attract more mature students (NYU)	64.0
181	4/4	Iranian to finance nuclear training (MIT)	9.0
184	4/25	Universities must "help retrain"	18.5
190	6/6	Vietnamese to get study help	5.5
194	7/11	Senior citizens study work problems (NYU)	6.0
194	7/11	Enrollment up among blacks and women	13.8
194	7/11	More women graduate students (Stanford)	11.8
203	9/12	Early start fights apathy	49.4
205	9/26	Free for over 60s	12.0
210	10/31	Minority swapping (Harvard, Princeton, Yale)	2.5
212	11/14	Stanford launches pilot scheme for part-timers	17.4
215	12/5	Cashless Columbia votes to admit women	8.0
215	12/5	New programs for old	6.0
216	12/12	"Lease facilities to foreigners" call	4.0
217	12/19	Catching the bright ones (Johns Hopkins)	32.0

Issue	Date	Headline	CMs
225	2/13	"All free" scheme for over 60s (California)	7.0
228	3/5	Virginia prepares to meet Iranian naval "invasion"	28.0
232	4/2	Iran tops "foreigners" league table	9.0
233	4/9	Summer courses for elderly (New Hampshire)	16.0
246	7/9	Minorities "should have postgraduate quotas"	48.2
246	7/9	University for prisoners is proposed	18.4
247	7/16	Liberating the military (West Point and Annapolis)	12.0
248	7/23	$1M grants to woo women scientists	16.7
249	7/30	Vocational education urged to change tack	31.4
252	8/20	Colour gap narrows, but blacks still suffer (Howard U)	26.8
254	9/3	Pensioners can attend Rutgers	9.0
255	9/10	Iran calls off Navy plan (Old Dominion)	13.0
257	9/24	Sharp growth in number of women engineers	16.5
259	10/8	Minority programme aims to boost postgraduate output	26.2
264	11/12	Minority numbers rise 11PC	14.2
265	11/19	Mr. Mondale expected to be champion of lifelong learning	25.2
265	11/19	Prison barred	3.5
		4. Technological Changes	
184	4/25	$297,000 computer research project (Princeton)	5.5
206	10/3	Computer aids students' chores	20.6
227	2/27	Do-it-yourself home laboratory boosts biology (Berkeley)	31.5
248	7/23	Miami (Dade) link in joint venture with O(pen) U	19.8
258	10/1	Learning by newspaper project attracts over 30s	37.9
261	10/22	Braille calculator (West Va.)	5.2
264	11/12	Calculator: Boon or disaster	43.7
269	12/17	Urgent need "for better computers"	23.8
		II. SOCIAL AND POLITICAL RESPONSES TO RECESSION	
		A. Advancing Conservatism	
		1. Post-Watergate Morality	
		a. Of Entrepreneurs	
172	1/31	Tighter controls urged for job-finding colleges	38.0

Issue	Date	Headline	CMs
183	4/18	Misused funds charges shake controversial education school	43.0
195	7/18	Correspondence schools facing probe	36.0
211	11/7	Law schools accuse colleges of "milking" revenues	36.0
212	11/14	Dons charged with stealing funds from government	17.4
231	3/26	Stanford to repay $150,000 "outside consultancy money"	21.6
231	3/26	Punishing basketball	4.0
258	10/1	Fraud probe into recruitment of foreign students	11.6
265	11/19	California's research trouble	11.8
		b. Of Producers	
234	4/16	Bussing row: sociologist accused of "fraud"	46.0
244	6/13	Bussing experts continue to agree to differ	31.6
264	11/12	Scepticism over Burt "fake revelations"	53.3
		c. Of Consumers	
183	4/18	Clampdown on student welfare abuse	21.3
191	6/13	Concern rises over cheating	19.0
201	8/29	Concern grows over loan abuses	47.3
204	9/19	Veterans who only drop in for cheques	22.2
207	10/10	Drive opens to stamp out cheating	19.0
212	11/14	Concern over cheating medics	20.5
214	11/28	Senate probe uncovers major loan scandal	30.0
220	1/9	A case of nearly double take	17.0
225	2/13	If you can't beat 'em . . .	19.9
239	5/21	Cheating allegations shake West Point Military Academy	29.9
240	5/28	West Point cheating row grows	22.4
241	6/4	Fraud concern over GI grants	15.4
242	6/11	West Point cadets told to stay behind	17.5
252	8/20	West Point cheating scandal may provoke inquiry into "Honour Code" system	34.0
254	9/3	Second chance for West Point cadets who cheated	20.8
263	11/5	"Cheating" case captain quits	6.5
269	12/17	West Point honour	3.5

Issue	Date	Headline	CMs
		2. Demand for Excellence	
171	1/24	Upward bound fails to lift sights	32.0
182	4/11	Experimental courses come up against a brick wall	32.0
187	5/16	Drive to step up skills	17.0
190	6/6	Riesman attacks "soft" marking	23.0
195	7/18	Doubts over standards of "competence based" graduates	31.2
205	9/26	Many innovative courses come "perilously close to fraud"	26.6
216	12/12	It's a real dog's life	12.0
223	1/30	Failure comes back into fashion	21.5
230	3/19	Equality v. quality: A key problem confronting universities	29.7
230	3/19	All-the-same myth destroys education	21.4
230	3/19	Essence of Excellence	10.2
233	4/19	Divinity schools "try to be all things to all people"	45.4
238	5/14	Grade "A"s go up 100%	13.0
242	6/11	Senate chairman emphasizes need for high standards	28.4
259	10/8	Poor work no reason for expulsion, court rules	21.2
260	10/15	Dr. Matthews calls for return to basics	23.4
269	12/17	Berkeley to broaden intake	13.7
		3. DNA Research Questioned	
215	12/5	Public "disillusioned" warning	12.0
244	6/25	Harvard faces row over genetics plan	16.7
245	7/2	Washington sets strict rules for genetic research	28.4
248	7/23	City council to vet experimental genetics projects	7.5
260	10/15	You need not fear the bugs will get out	26.0
260	10/15	Are we free to tinker with evolution	31.4
260	10/15	City authorities put new ban on laboratory	28.6
262	10/29	World scientists set up genetic vetting body	40.4
263	11/5	Scientist can alter genetics of living cells	30.9
		4. Anti-vocationalism	
184	4/25	UC president warns of job obsession	27.0
222	1/23	Career teaching branded a "hollow reform"	31.6
228	3/5	Carnegie warns need to fight public apathy	28.4
254	9/3	Vocation research under fire	54.0

Issue	Date	Headline	CMs
		5. Anti-liberal Criticism	
187	5/16	Traditionalists continue to reassert themselves	14.5
196	7/25	Avant garde college is denied federal grant (Franconia)	53.6
235	4/23	Dr. Kissinger: declining star in the West?	26.0
254	9/3	Economists are schizopnrenics, Friedman says	15.5
		6. Anti-communism	
213	11/21	Controversy as Angela Davis gets job (Claremont)	14.5
234	4/16	Stanford asks for Marxist ban rethink	15.0
236	4/30	Ban confirmed on Marxist economist	7.0
237	5/7	Communist students may be "monitored" in sensitive areas	23.0
		7. Other Evidences of Conservatism	
174	2/14	Campuses veto lecture fee for former Nixon aide	25.0
181	4/4	Ziegler backs out	5.5
187	5/16	"If you want to be a millionaire . . ."	24.0
197	8/1	The crisis in black studies	62.7
207	10/10	More women Ph.D.s, but little effect on job bias	34.2
208	10/17	Women professors make little status headway	22.5
220	1/9	Catholics urge "revival of intellectualism"	34.6
221	1/16	Ban on religious services	27.4
224	2/6	Texas bans the bare facts	5.0
226	2/20	Sir Peter soothes "rebels" of a colonial style campus	50.0
239	5/21	Californian interest	11.4
244	6/25	Court backs "secret" research	16.4
262	10/29	No joy for gays	5.0
270	12/24	Sex! Socks! Sherry! Students!	116.0
271	12/31	The Greeks had a word for it	61.5
		B. Receding Liberalism	
		1. Demands for Equality	
		a. For Women	
170	1/17	Net widens for Rhodes scholars	10.0
186	5/9	"Affirmative action" call to help women and blacks	25.0

Issue	Date	Headline	CMs
190	6/6	Woman don wins $70,000 pay fight	15.0
192	6/20	Guidelines hit "male" sports	10.5
192	6/20	Moves to open Rhodes to women	7.0
193	7/4	Affirmative action "defaulters" face withdrawal of funds	26.2
199	8/15	Women's studies programs "must improve their status	24.0
199	8/15	Don't Ms. out on S/he	15.3
206	10/3	Rhodes open for women	32.5
239	5/21	New charges for sex bias	14.8
259	10/8	Major probe into campus athletics practices	9.5
267	12/3	$6M against sexism	4.0
		b. For Minorities	
181	4/4	Colleges to aid bussing	21.0
188	5/23	Jewish visa bans hit Saudi connexion	24.0
192	6/20	California probe reveals major bias against Chicanos	20.0
202	9/5	Colleges aid desegregation scheme	28.5
211	11/7	Doctors to be required to work with poor	21.5
211	11/7	Anti-hunger campaign gets underway	21.0
226	2/20	Virginia storm over race bar club	7.7
230	3/19	Ethnic studies seen as "front" for elite chavinism	21.4
		c. For Homosexuals	
218	12/26	More gay rights	5.0
227	2/27	Discrimination fear over homosexuals	9.0
		2. Anti-conservative criticism	
174	2/14	Nobel winner resigns over radicals (Harvard)	23.0
182	4/11	Staff blamed for blocking change	27.5
230	3/19	(AAHE) President stresses need for new look in planning	5.8
230	3/19	Dons ignore civil rights issue	22.5
230	3/19	"Campus hypocrites" attacked	20.4
242	6/11	Solzhenitsyn hits at "compromising" research scholars	8.2
258	10/1	Russian goes over Jewish articles	7.0

Issue	Date	Headline	CMs
		3. Criticism of CIA and FBI	
180	3/28	Campus "housed 400 CIA men"	12.0
194	7/11	Union (AAUP) calls for end of FBI "interference"	35.0
196	7/25	CIA "read all papers it could find"	32.1
207	10/10	Court evidence reveals major campus infiltration by FBI	30.0
240	5/28	Faculty union (AAUP) asks CIA for end to infiltration	32.0
247	6/16	Colleges "used by CIA"	12.0
		4. Demand for Privacy	
170	1/17	Private files likely to stay confidential	23.0
172	1/21	Private files "must be opened within 45 days of request"	21.0
176	2/28	Private files stay shut	12.5
226	2/20	Student reports rule sent for revision	22.0
239	5/21	Students' marks to be kept secret	6.2
		5. Demand for Due Process	
192	6/20	Five more join (AAUP) black list	9.5
247	7/16	Five colleges go on (AAUP) black list	5.0
		6. Other Evidence of Liberalism	
172	1/31	Yale moves to safeguard free speech	27.0
176	2/28	Deportation protests mount	17.0
185	5/?	Yale lays down free speech guarantees	37.0
189	5/30	Kent parents accuse governor	8.5
203	9/12	Guards acquittal may go to appeal	10.0
209	10/24	Campus police must be armed for duty	40.8
212	11/14	"Guns for guards" sparks row	12.0
223	1/30	A case of one over eighteen	9.0
225	2/13	The American Way with rows, reforms, and burning issues	91.0
232	4/2	Concerned shareholder	4.5
236	4/30	Colleges criticized for failure to teach "global awareness"	32.4
242	7/11	Top science body launches world-wide "freedom" call	28.7
248	7/23	Dr. Ella (Fitzgerald) (Dartmouth)	2.0
270	12/24	Defence is best attack in the games academics play	103.0